

DOCUMENT RESUME

ED 125 767

PS 008 670

AUTHOR Nagel, Charles
TITLE Parent Involvement in Preschool Education: Project I.D.E.A. at Home.
INSTITUTION Santa Barbara County Schools, Calif.
PUB DATE [72]
NOTE 132p.; Original document was printed on color paper and is of marginal reproducibility.
EDRS PRICE MF-\$0.83 HC-\$7.35 Plus Postage.
DESCRIPTORS *Child Development; Cognitive Development; Home Programs; Infant Behavior; Infants; Language Development; Mothers; Norm Referenced Tests; Parent Attitudes; *Parent Education; *Parent Participation; Physical Development; Preschool Children; *Preschool Education; Questionnaires; *Teaching Guides; Vocabulary Development; Workbooks
IDENTIFIERS California (Santa Barbara); *Project IDEA at Home

ABSTRACT

This workbook was designed to help parents of preschool children take an active role in the education and guidance of their children, particularly in the area of language and vocabulary, social development, and movement. Included are all the sections from the book "Discovering How Children Learn" in addition to parent and child inventories, guidelines for working with children, forms for progress reports, and educational articles. Parent inventories ask parents to report their thoughts and opinions on child-rearing, childhood, and life's goals, and to survey their child's home and community environment. Infant inventories include a behavior inventory and a test of the child's skills in individual and social development, language development, and gross and fine movement development. A developmental guide charts the normal progression of gross and fine movement development, sensory and perceptual development, personal and social development, emotional development, and language development from birth to age 3. A section on methods and strategies presents information that includes teaching strategies and how to work with a positive approach. There are forms for progress reports that chart parent and child development, and a checklist for vocabulary development. Appendices include a discussion of mothers, an explanation of the development of speech, ideas on creating learning situations, a list of recommended reading for parents, and a glossary. (SB)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

I.D.E.A. at home

ED125767

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Parent Involvement in

Preschool Education

PS 008670

SANTA BARBARA COUNTY SCHOOLS
Office of the Superintendent
4400 Cathedral Oaks Road
Post Office Box 6307
Santa Barbara, California 93111

PROJECT I.D.E.A. AT HOME

PROJECT NO. - 0478

FUNDED UNDER THE PROVISIONS OF E.S.E.A. TITLE III
P.L. 89-10 AS AMENDED AND OF ASSEMBLY
BILL NO. 1865, NOVEMBER, 1968

PARENT INVOLVEMENT

IN

PRESCHOOL EDUCATION

BY

CHARLES NAGEL, Ph.D., Project Director

SANTA BARBARA COUNTY SCHOOLS
OFFICE OF THE SUPERINTENDENT
LORENZO DALL'ARMI, SUPERINTENDENT
4400 CATHEDRAL OAKS ROAD
POST OFFICE BOX 6307
SANTA BARBARA, CALIFORNIA 93111

FOREWORD

Getting mothers and fathers involved in the preschool education of their children may be one of the most important educational moves of this century. In the early years, the essential element in stimulating the intellectual and conceptual development of children is parent involvement. The environment that definitely affects children in all the years of their growth is at home, not at school. Early education and learning processes that are correctly used will build a positive educational foundation for the future. As parent-hood education and parent involvement in children's early learning reaches American homes, more parents will know more about children than they ever have before. Once parents understand children's developmental structures and processes, they will be better able to continue the crucial role they play in the lives of children.

The purpose of this book is to offer an opportunity for parents to:

1. Understand themselves and the importance of teaching their children.
2. Learn more about growth and development, especially in the early years.
3. Acquire knowledge and skills for extending the children's learning at home.
4. Learn about the sequential development of skills in movement, language and social behavior.

5. Become a well-informed person in the educational process of their children.
6. Feel more secure and confident as parents.

The material in "Parent Involvement in Preschool Education" includes all of the sections in the book entitled "Discovering How Children Learn." Additional sections in this book are parent and children inventories, guidelines in working with children, evaluation and numerous educational articles for parents.

All phases of this book will direct the parent in providing early language, vocabulary and movement development for their children.

Two other books which clearly support the instructions recommended in this book are "Prescriptive Activities for Infants" and "Children Learn by Doing." "Prescriptive Activities for Infants" has specific activities that give prescribed stimulating emphasis on "learning to learn" a skill. "Children Learn by Doing" is a handbook of 80 inexpensive things children and parents can make together.

The unique feature of all these publications is that they have been tried and found successful in over 300 homes. It is hoped that many more homes and parents will take full advantage of the material in these books to further their children's potential development.

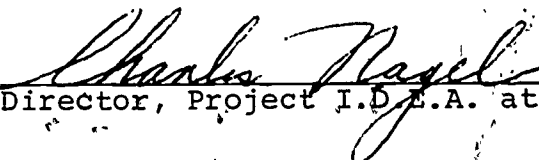

Director, Project I.D.E.A. at Home

TABLE OF CONTENTS

<u>SECTIONS</u>	<u>PAGE</u>
I. Introduction.....	1
II. Parent Inventories.....	4
A. Introduction.....	5
B. Your Thoughts and Opinions.....	6
C. Parent Self Inventory.....	7
D. Parent Reaction Inventory.....	11
III. Infant Inventories.....	16
A. Introduction.....	17
B. Infant Behavior Inventory.....	18
C. Developmental Sequences for Infants	23
IV. Developmental Guide.....	50
A. Introduction.....	51
B. Development From Birth to 12 Months	52
C. Development From 12 to 24 Months...	54
D. Development From 24 to 36 Months...	57

TABLE OF CONTENTS (CONT.)

V. Methods and Strategies.....	59
A. Introduction.....	60
B. Have A Positive Approach.....	61
C. Guidelines In Working With Children.....	62
D. Reading Tips For Parents.....	65
E. Values Of Basic Skills.....	66
F. Teaching Strategies.....	69
VI. Progress Reports.....	74
A. Introduction.....	75
B. Progress Report on Parent.....	76
C. Monthly Progress Report on Child.....	78
VII. Cumulative Vocabulary.....	83
A. Introduction.....	84
B. Cumulative Vocabulary Check List.....	86
VIII. Appendices.....	103
A. Everything About The Mother.....	104
B. Creating A Learning Situation.....	110
C. The Gift of Speech.....	115
D. Recommended Reading For Parents.....	122
E. Glossary.....	123

section I

INTRODUCTION

I. INTRODUCTION

The first, and one of the best teachers a child will have are his parents. Every home is the first school and every parent is the first teacher. Very few attempts in preschool education have placed the parent in an active role and few give them importance as the main source of information and/or motivation for the infant.

It is now known that 50 percent of mature intelligence is developed by age four and another 30 percent by age eight. It has been stated that a child's brain doubles in size during the six months following birth and doubles again by about four years of age. During this period of rapid growth, small differences in his environment can mean a great deal.

Sequences of activities are described for parents that have been tried and found successful in movement, social and language skills. When these sequences are used by parents in the home, they may be able to avoid some of our current educational problems, such as:

1. Children five years of age who are about one year behind the rest of the children in their kindergarten class in language skills.
2. Children who are a year or more behind must learn twice as fast to catch up and some never do.
3. Non-English speaking children placed in "mentally retarded" classes.
4. Children who do not have an appetite for learning.

In conclusion, a program at home will result in improvement of a child's abilities because of the parent-child combination in the home. Infants who are not talking, walking, recognizing colors, drawing, playing games, singing, dressing, balancing, throwing, copying and many other skills should be helped through parent involvement. The lessons from life are learned early as stated in the following:

CHILDREN LEARN WHAT THEY LIVE

IF a child lives with criticism,
HE learns to condemn.

IF a child lives with hostility,
HE learns to fight.

IF a child lives with ridicule,
HE learns to be shy.

IF a child lives with tolerance,
HE learns to be patient.

IF a child lives with encouragement,
HE will learn confidence.

IF a child lives with praise,
HE will learn to appreciate.

IF a child lives with fairness,
HE will learn justice.

IF a child lives with security,
HE learns to have faith.

IF a child lives with approval,
HE learns to like himself.

IF a child lives with acceptance and friendship,
HE learns to find love in the world.

Dorothy Law Nolte

section II

PARENT INVENTORIES

- A. INTRODUCTION
- B. YOUR THOUGHTS AND OPINIONS
- C. PARENT SELF INVENTORY
- D. PARENT REACTION INVENTORY

II. PARENT INVENTORIES.

A. INTRODUCTION

SECTION TWO INCLUDES THREE PARTS. THE FIRST PART INCLUDES SOME UNFINISHED STATEMENTS FOR YOUR THOUGHTS AND OPINIONS. THE SECOND PART HAS A PARENT SELF-INVENTORY CONSISTING OF HOME AND COMMUNITY ENVIRONMENT, GROWTH AND DEVELOPMENT AND LIFE'S GOALS. THE THIRD PART IS A PARENT REACTION INVENTORY CONSISTING OF 30 QUESTIONS.

WHEN PARENTS FIRST RECEIVE THIS BOOK, IT IS SUGGESTED THAT BOTH MOTHER AND FATHER MARK THE VARIOUS ITEMS AND QUESTIONS, EITHER SEPARATELY OR TOGETHER. AFTER A PERIOD OF TIME, SUCH AS TWO OR THREE MONTHS, RECHECK TO DETERMINE WHETHER ANY CHANGES HAVE TAKEN PLACE IN THE HOME ENVIRONMENT.

THERE MAY BE SOME DIFFERENCES OF OPINION ON MANY ITEMS AND QUESTIONS, BUT REMEMBER THAT IT IS NOT WRONG TO DISAGREE. DISCUSS THESE DIFFERENCES AND REFER TO THE APPENDICES FOR OTHER OPINIONS.

B. YOUR THOUGHTS AND OPINIONS

The following unfinished statements refer primarily to your current thoughts and opinions. Try to put down your first impressions only.

1. I like children who _____

2. I dislike children who _____

3. When I was a child, I liked grownups who _____

4. The most important thing for a child to learn is _____

5. I wish my parents had _____

C. PARENT SELF-INVENTORY

HOME AND COMMUNITY ENVIRONMENT

1. Which of the following do you have in your home at present?

- | | | | |
|------------------|-------|-----------------|-------|
| a. newspaper | _____ | e. encyclopedia | _____ |
| b. magazines | _____ | f. books | _____ |
| c. dictionary | _____ | g. television | _____ |
| d. record player | _____ | h. radio | _____ |

2. Which of the following children's television shows do you watch most frequently?

- | | | | |
|---------------------|-------|----------------|-------|
| a. Captain Kangaroo | _____ | d. Romper Room | _____ |
| b. Sesame Street | _____ | e. Zoom | _____ |
| c. Electric Company | _____ | f. Others. | _____ |

3. What places has the child been to?

- | | | | |
|----------------|-------|-------------------|-------|
| a. market | _____ | i. park | _____ |
| b. post office | _____ | j. beach | _____ |
| c. playground | _____ | k. fire station | _____ |
| d. zoo | _____ | l. police station | _____ |
| e. school | _____ | m. church | _____ |
| f. bank | _____ | n. drug store | _____ |
| g. restaurant | _____ | o. out of town | _____ |
| h. library | _____ | p. Other | _____ |

4. What items are available at home for the child?

- | | | | |
|------------------|-------|--------------|-------|
| a. paste | _____ | h. chalk | _____ |
| b. paper | _____ | i. ruler | _____ |
| c. paints | _____ | j. crayons | _____ |
| d. coloring book | _____ | k. playdough | _____ |
| e. cut-outs | _____ | l. scissors | _____ |
| f. blocks | _____ | m. pencils | _____ |
| g. yarn | _____ | n. tape | _____ |
| | | o. string | _____ |

5. What health or medical services has your child needed during the past year?

- | | | | |
|-----------------------------|-------|-----------------------|-------|
| a. baby doctor | _____ | e. overnight hospital | _____ |
| b. dentist | _____ | f. family doctor | _____ |
| c. eye specialist | _____ | g. other | _____ |
| d. health department clinic | _____ | | |

GROWTH AND DEVELOPMENT

As you read each of the statements below, indicate whether you agree, disagree, or don't know.

	<u>Agree</u>	<u>Disagree</u>	<u>Don't know</u>
1. Children should be allowed to disagree with you.	_____	_____	_____
2. A mother should protect her child from any difficulties.	_____	_____	_____
3. Children will get on your nerves many times.	_____	_____	_____
4. A child should receive strict training.	_____	_____	_____
5. Parents should encourage children to be loyal to them.	_____	_____	_____
6. A child should be taught to avoid fighting.	_____	_____	_____
7. Parents should adjust to children rather than expecting the children to adjust to them.	_____	_____	_____
8. Children should be allowed to talk about their troubles.	_____	_____	_____
9. A mother should know everything her child is thinking.	_____	_____	_____
10. Children would be better behaved if parents showed an interest in their activities.	_____	_____	_____
11. A wise parent will teach a child early who is boss.	_____	_____	_____
12. Mothers receive little gratitude for all they do for their children.	_____	_____	_____

Agree

Disagree

Don't
Know

13. Children who are given firm rules grow up to be the best adults.

14. Mothers can be sweet and even-tempered with their children all day.

15. There is no reason why a child should hit another child.

16. Parents should insist the way their children get ahead is to keep busy and not waste time.

17. There is no reason parents should have their own way all the time, any more than children should have their own way all of the time.

18. If a child has upset feelings, it is best to leave him alone and not make it look serious.

19. A child shouldn't keep important secrets from his parents.

20. A child has a right to his own point of view and should be allowed to say it.

21. Read each of the following statements about you and your child and indicate whether this happens (1) "lots of times" (2) "sometimes" or (3) "hardly ever". Circle the number that best describes your actions.

- a. 1 2 3 I say nice things to him.
- b. 1 2 3 I yell at him.
- c. 1 2 3 I teach him things he wants to learn.
- d. 1 2 3 I tell him when he does something I don't like.
- e. 1 2 3 I keep after him until he does the thing right.
- f. 1 2 3 I spank him.
- g. 1 2 3 I read to him.
- h. 1 2 3 I play with him.
- i. 1 2 3 I tell him stories.

LIFE'S GOALS

1. As an individual, which of the following ways of life are your first, second, third through eight choices? Please place your rating number on the appropriate line.

- a. _____ To have lots of education.
- b. _____ To achieve things that others cannot.
- c. _____ To keep in close contact with God.
- d. _____ To have the friendship of many people.
- e. _____ To have a good paying job.
- f. _____ To have a nice home.
- g. _____ To have a lot of time to be with your family.
- h. _____ To have good physical health.

If you had \$100.00 to do as you please, what would you do with it?

D. PARENT REACTION INVENTORY

INSTRUCTIONS

Please describe as accurately as possible how you react to your child by circling one of the four responses to each of the following questions:

3 . Frequently .

2 . Sometimes

1 . Rarely

0 Not At All

Try to give a true response to every item and base your response upon your personal observation and experience. Use a different colored pencil to indicate your reactions if more than one child in your home is participating in the program.

	<u>FRE-</u> <u>QUENTLY</u>	<u>SOME-</u> <u>TIMES</u>	<u>RARELY</u>	<u>NOT</u> <u>AT ALL</u>
1. Are you responsive to the child's needs?	3	2	1	0
2. Do you talk to the child and try to get him to respond?	3	2	1	0
3. Are you involved in doing many things with and for the child?	3	2	1	0
4. Do you scold the child rather harshly?	3	2	1	0
5. Do you express excessive care and concern about the child, his health, his actions, etc.?	3	2	1	0
6. Are you ready for learning sessions?	3	2	1	0
7. Do you have confidence in the child?	3	2	1	0
8. Do you talk to the child about things you do with him, for example: "I am going to change your pants," or "Let's wash your face."	3	2	1	0
9. Do you provide the child with situations for exploration and discovery?	3	2	1	0
10. Do you directly criticize the child and nag him on his faults?	3	2	1	0
11. Are you always trying to "help" the child whether he needs it or not?	3	2	1	0
12. Do you help the child through cooperation and attention?	3	2	1	0
13. Are you pleasant and relaxed with the child?	3	2	1	0

	<u>FRE-</u> <u>QUENTLY</u>	<u>SOME-</u> <u>TIMES</u>	<u>NOT</u> <u>RARELY</u>	<u>AT ALL</u>
14. Do you take time to explain causes to the child, for example: "You can't go out because it is raining."	3	2	1	0
15. Do you allow the child to play freely but check on him occasionally to insure his safety?	3	2	1	0
16. Do you sharply and/or impatiently force the child to do what you want?	3	2	1	0
17. Are you overly concerned about the child's cleanliness, which hampers his play?	3	2	1	0
18. Do you discipline the child in an attempt to be helpful?	3	2	1	0
19. Do you see the child's good points more than his faults?	3	2	1	0
20. Do you read or tell stories or rhymes to the child?	3	2	1	0
21. Do you make additional toys, books, or materials for the child?	3	2	1	0
22. Do you shout at the child or speak to him in an unfriendly voice?	3	2	1	0
23. Do you not allow the child to play with others for fear of harm or illness?	3	2	1	0
24. Do you try to keep noise level down and interference at a minimum during learning sessions?		2	1	0
25. When the child comes to show you what he has or what he can do, do you praise and encourage him?	3	2	1	0

	<u>FRE-</u> <u>QUENTLY</u>	<u>SOME-</u> <u>TIMES</u>	<u>RARELY</u>	<u>NOT</u> <u>AT ALL</u>
26. Do you explain to the child what you are doing and why you are doing it?	3	2	1	0
27. Do you provide educational experiences for the child like trips to the store, excursions, etc.?	3	2	1	0
28. Do you spank the child without explaining what he did wrong?	3	2	1	0
29. Do you constantly tell the child not to touch and say "no" to him?	3	2	1	0
30. Do you need help when you are teaching your child?	3	2	1	0

SCORING YOUR RESPONSES

After answering each question, record your score after each number listed on the chart below. A total score of 15 for each category indicates a high degree of involvement. A total score of 0 for one or more categories will indicate a very low degree of involvement in each particular category.

COMPILATION OF RATINGS ON REACTIONS

						TOTAL
1. Positive attitude toward child	1 ____	7 ____	13 ____	19 ____	25 ____	
2. Verbal expressiveness with child	2 ____	8 ____	14 ____	20 ____	26 ____	
3. Involvement with child	3 ____	9 ____	15 ____	21 ____	27 ____	
4. Punishment oriented involvement with child	4 ____	10 ____	16 ____	22 ____	28 ____	
5. Over-anxious involvement with child	5 ____	11 ____	17 ____	23 ____	29 ____	
6. Cooperation with child	6 ____	12 ____	18 ____	24 ____	30 ____	

section III

INFANT INVENTORIES

- A. INTRODUCTION
- B. INFANT BEHAVIOR INVENTORY
- C. DEVELOPMENTAL SEQUENCES FOR INFANTS

III. INFANT INVENTORIES

A. INTRODUCTION

SECTION THREE CONTAINS TWO PARTS FOR PARENTS TO INVENTORY THEIR CHILDREN.

THE FIRST PART CONSISTS OF AN INFANT BEHAVIOR INVENTORY WITH A SCORING SHEET. FOLLOW THE INSTRUCTIONS AS ACCURATELY AS POSSIBLE.

THE SECOND PART CONSISTS OF DEVELOPMENTAL SEQUENCES OF SKILLS ACCORDING TO THE CHILD'S AGE LEVEL. THE DIRECTIONS ARE SPECIFIC IN DETERMINING A CHILD'S DEVELOPMENTAL PROFILE.

IN EACH INVENTORY THE PARENT WILL BE ABLE TO EVALUATE THE CHILD'S CAPABILITIES AND NEEDS.

B. INFANT BEHAVIOR INVENTORY

Rate one or more children in your home by following the instructions below. The 30 statements are arranged to check and double check your opinion five times in each of six different categories. Determine how accurate you are about your child's behavior.

INSTRUCTIONS

Please describe as accurately as possible how your child reacts while you are in the home by circling one of the four responses to each question:

- 3 Frequently
- 2 Sometimes
- 1 Rarely
- 0 Not at all

Please give a response to every item and base your response upon your personal observation and experience with the child.

	<u>FRE-</u> <u>QUENTLY</u>	<u>SOME-</u> <u>TIMES</u>	<u>RARELY</u>	<u>NOT</u> <u>AT ALL</u>
1. Talks or babbles to you about his toys, clothes, what he is doing, etc.	3	2	1	0
2. Shows a warm or friendly attitude to one who plays with him.	3	2	1	0
3. Gets awkward or uncomfortable when attention is focused on him.	3	2	1	0
4. Likes to feel, smell, taste, pound, squeeze, or in other ways examine new articles and toys.	3	2	1	0
5. Tries hard to properly work a toy or puzzle.	3	2	1	0
6. Is hard to keep up with, he's so swift in getting from place to place.	3	2	1	0
7. Shies away from anything strange or different.	3	2	1	0
8. Responds verbally when you talk to him. He tries to carry on a conversation.	3	2	1	0
9. Shows you what he is doing or making, or the toy he is playing with.	3	2	1	0
10. Is attracted to and examines with interest objects and materials in his environment.	3	2	1	0
11. Gets determined to reach something or accomplish something.	3	2	1	0
12. Is eager and responsive when offered a new toy or interesting object.	3	2	1	0

	<u>FRE-</u> <u>QUENTLY</u>	<u>SOME-</u> <u>TIMES</u>	<u>RARELY</u>	<u>NOT</u> <u>AT ALL</u>
13. Runs from place to place rather than walk.	3	2	1	0
14. Is timid and fearful about climbing, riding a tricycle, etc. Seems overly cautious.	3	2	1	0
15. Uses words or vocalizations to express his desires rather than merely gesturing.	3	2	1	0
16. Curious about noises, voices, and activities. Wants to see what's going on.	3	2	1	0
17. Doesn't give up easily even when he experiences small failures along the way.	3	2	1	0
18. Likes to play tag or other running games.	3	2	1	0
19. Is startled by loud or strange noises.	3	2	1	0
20. Tries to ask questions.	3	2	1	0
21. Looks toward you when you call to him or call his name.	3	2	1	0
22. Tries to do things himself. Does not always ask someone else to do it for him or get something for him.	3	2	1	0
23. Plays well with other children.	3	2	1	0
24. Uses chairs or stools to get what he wants. Doesn't let small obstacles stop him.	3	2	1	0
25. Cries easily if he falls or is hit by another child.	3	2	1	0
26. He initiates communication. Does not just wait for someone else to talk to him.	3	2	1	0

	<u>FRE-</u> <u>QUENTLY</u>	<u>SOME-</u> <u>TIMES</u>	<u>RARELY</u>	<u>NOT</u> <u>AT ALL</u>
27. Directs his attention to a picture or other items upon request.	3	2	1	0
28. Gives much attention to a book, toy, or activity which interests him.	3	2	1	0
29. Is agreeable and accepting of activities that are suggested, i.e., to play with a ball, take a walk, wash up, etc.	3	2	1	0
30. Is jumping, running, or on the move most of the time; can't seem to be still for long.	3	2	1	0

SCORING SHEET FOR INFANTS' BEHAVIOR INVENTORY

CHILD'S NAME _____ AGE (YEARS, MOS) _____

NAME OF RATER _____ DATE RATED _____

SCALE NO.

TOTAL

1. Verbal expressiveness	1	8	15	20	26	
2. Social response and contentment	2	9	21	23	29	
3. Fearfulness	3	7	14	19	25	
4. Interest and curiosity	4	10	12	16	27	
5. Perverserance	5	11	17	24	28	
6. Activity	6	13	18	22	30	

C. DEVELOPMENTAL SEQUENCES FOR INFANTS (D.S.I.)

GENERAL DIRECTIONS FOR TESTING:

A pre-test or survey is made at the beginning of the program to determine the developmental profile of the child.

1. Draw a vertical line from top of sheet at the chronological age mark to the same mark at the bottom of each sequential sheet.
2. The items the age line passes through are the first items to be tested.
3. If the child cannot do the lowest test item the age line runs through, have him do the items in the beginning part of the sequence. If the child can do all items, have him go up the sequence to more difficult skills.
4. If the child passes an item, a check mark is drawn at the short line.
5. Upon completion of the test, survey the results in each of the eight sequences to determine the most needed skills in each category.
6. A short line at the bottom of each sequential chart entitled "Percent of Infants Passing" is a sample showing the percentage of children passing the test item, as arranged in sequence. On each end three dots extend the line to either 0 to 25% - or - 90 to 100%. Where the vertical line goes through the short horizontal lines, it indicates the percent of children who have passed that test item.
7. Record information on Progress Report for Child, page 78, and list scores in appropriate column.

EXPLANATION OF THE DEVELOPMENTAL SEQUENCES FOR INFANTS

The Developmental Sequences for Infants is a reconstructed instrument to determine the developmental profile of a child age 0 months to sixty months.

There are four categories and two sequences in each category as follows:

- CATEGORY I INDIVIDUAL-SOCIAL
 - Social Sequence (7 test items)
 - Individual Sequence (8 test items)
- CATEGORY II FINE MOVEMENT
 - Writing Sequence (11 test items)
 - Coordination Sequence (8 test items)
- CATEGORY III LANGUAGE
 - Speech Sequence (9 test items)
 - Comprehension Sequence (7 test items)
- CATEGORY IV GROSS MOVEMENT
 - Walking Sequence (9 test items)
 - Balancing Sequence (8 test items)

There are sixty-seven test items in the four categories which were selected from the Denver Developmental Screening Test. These D.D.S.T. items were originally selected from over a dozen infant developmental tests and preschool intelligence tests. It was standardized according to age, occupation and ethnic groups.

Sequential arrangement of the test items according to a specific developmental pattern offers an easy method of measuring and determining the needs of each child. This method quickly indicates the areas of instruction and types of prescriptive activities. The test items require very little equipment and can be easily given by parents or para-professionals.

The test items are written out in question form for the parent to answer or the child to perform. In each item where there is some doubt regarding whether the child can perform the skill, it is suggested that the child be observed doing the skill.

CATEGORY I

INDIVIDUAL-SOCIAL

General Directions for Social Sequence Skills

A. SOCIAL SEQUENCE:

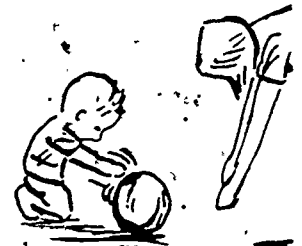
1. PLAYS GAMES

- a. Test - Can the child play simple games like pat-a-cake, peek-a-boo, or respond to voice calls?



2. PLAYS BALL WITH ANOTHER PERSON

- a. Test - Can child roll or toss a ball back to another person?



3. MAKES WANTS KNOWN

- a. Test - Can child make wants known by talking, pointing or pulling?



4. PRETENDS DOING HOUSEHOLD CHORES

- a. Test - Can the child imitate you when you do household chores like dusting or sweeping?



5. HELPS AT HOME

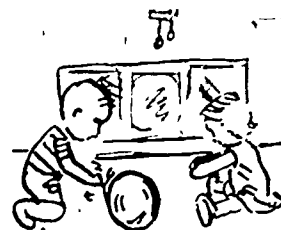
- a. Test - Can child help in home by doing simple tasks like fetching objects that are familiar, putting toys away?



A. SOCIAL SEQUENCE (cont.)

6. PLAYS GAMES WITH OTHER CHILDREN

- a. Test - Does child play with other children?

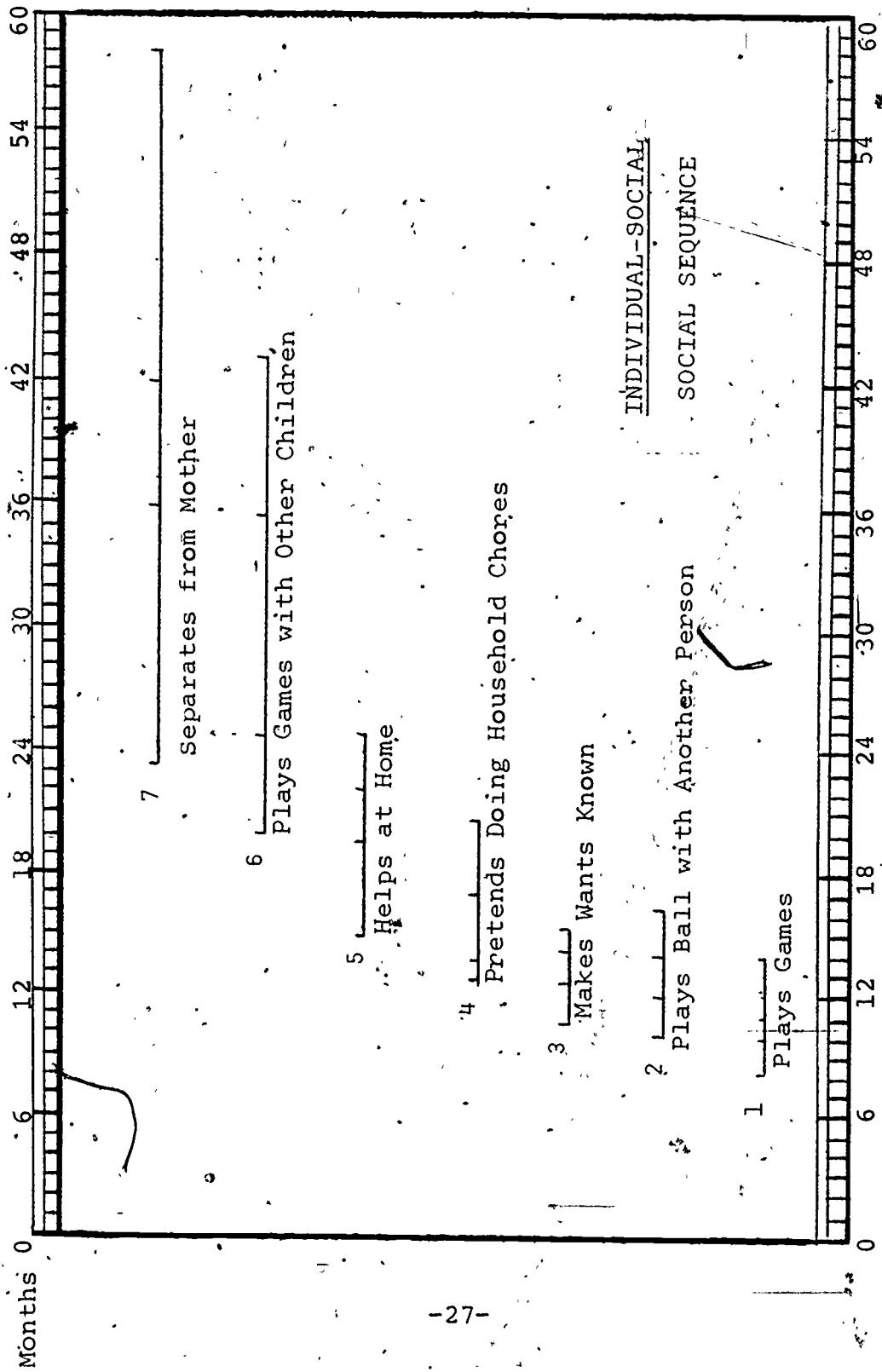


7. SEPARATES FROM MOTHER

- a. Test - At the end of the examination (so as not to upset the child for the remainder of the exam), when the examiner is playing with the child; the mother is asked to leave the room for a few minutes, or ask the mother how the child reacts when she leaves him.



DEVELOPMENTAL SEQUENCES FOR INFANTS



CATEGORY I

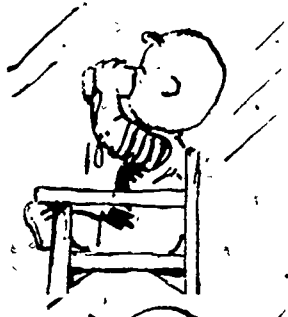
INDIVIDUAL-SOCIAL

General Directions for Individual Sequence Skills

B. INDIVIDUAL SEQUENCE

1. DRINKS FROM A CUP

- a. Test - Does the child hold a cup or glass by himself and drink from it?



2. FEEDS HIMSELF

- a. Test - Can the child use a spoon to get food to his mouth without spilling too much?



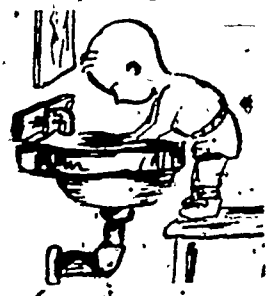
3. TAKES OFF GARMENT

- a. Test - Can child remove any of his clothing or shoes?



4. WASHES AND DRIES HANDS WITHOUT HELP

- a. Test - Can the child wash his hands and dry them without help?



5. PUTS ON GARMENT

- a. Test - Can child put on an article of his own clothing like underpants, socks or shoes?



B. INDIVIDUAL SEQUENCE (cont.)

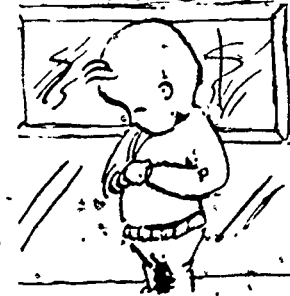
6. PUTS ON AND TAKES OFF CLOTHES WITH SUPERVISION

- a. Test - Can the child put on and take off his own clothes with some help?



7. BUTTONS UP SHIRT OR SWEATER OR COAT

- a. Test - Can the child button various articles of his own clothing?

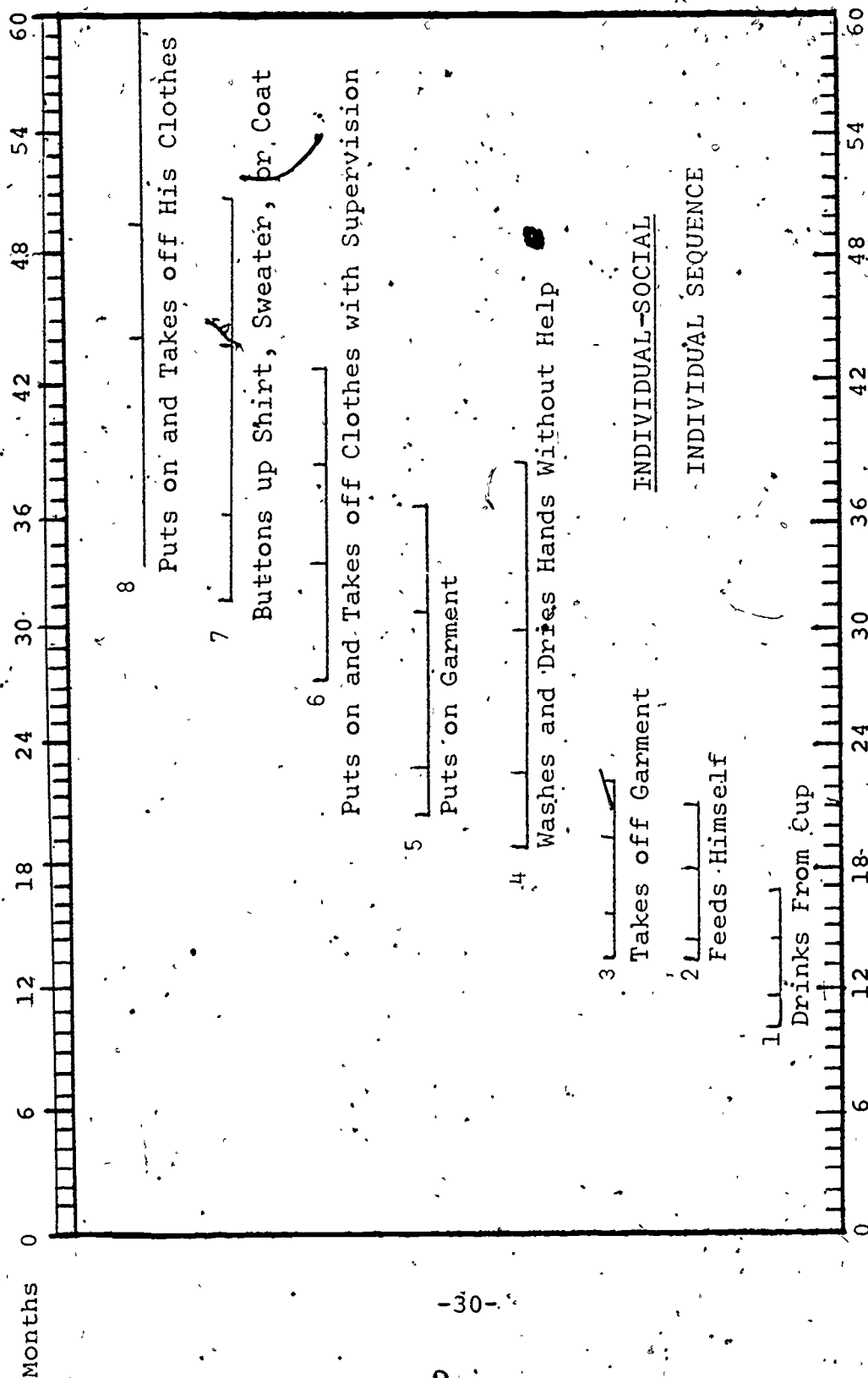


8. PUTS ON AND TAKES OFF HIS CLOTHES

- a. Test - Can the child dress completely and correctly without supervision except trying to tie his shoe laces?



DEVELOPMENTAL SEQUENCES FOR INFANTS



CATEGORY II
FINE MOVEMENT

General Directions for Writing Sequence Skills

A. WRITING SEQUENCE

1. GRASPS WITH FINGERS

- a. Test - Can the child pick up a raisin using any part of the thumb and fingers?



2. GRASPS WITH THUMB AND INDEX FINGER

- a. Test - Can the child pick up a raisin using ends of thumb and index finger?



3. SCRIBBLES WITH PAPER AND PENCIL

- a. Test - Does the child make any markings of more than one stroke on a piece of paper?



4. MAKES UP AND DOWN LINES

- a. Test - Can the child mark a piece of paper with lines of more than one inch long and have these lines almost straight up and down?



5. DRAWS CIRCLE (3 tries)

- a. Test - Can the child copy a drawing of a circle like the one drawn by mother or examiner?



A. WRITING SEQUENCE (cont.)

6. POINTS TO LONGER LINE (3 of 3)

- a. Test - Can the child pick the longer line of two lines drawn on a piece of paper?



7. DRAWS + CROSS

- a. Test - After showing the child a picture or drawing of a cross, ask the child to copy it.



8. DRAWS PICTURE OF A BOY OR GIRL (3 parts)

- a. Test - After giving the child a pencil and paper, can he draw a picture of a boy or girl with 3 or more parts to the picture?



9. COPIES SQUARE

- a. Test - After showing the child how to make a picture or drawing of a square, can child make a similar drawing?



10. DRAWS SQUARE

- a. Test - Can the child copy a square from the drawing without demonstration?



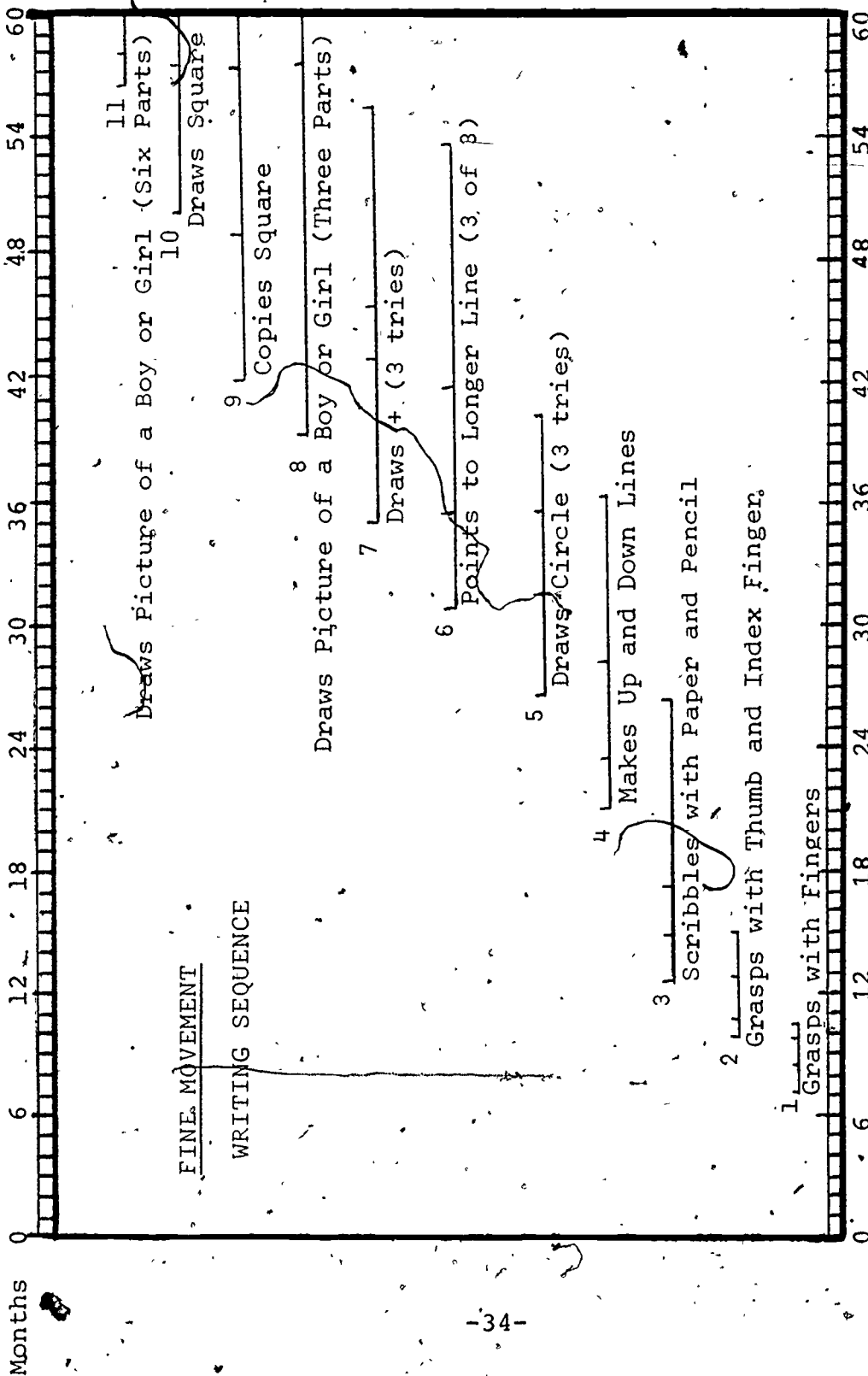
A. WRITING SEQUENCE (cont.)

11. DRAWS A PICTURE OF A BOY OR GIRL
(6 parts)

- a. Test - Can the child draw a picture
of a person which includes 6 or more
parts?



DEVELOPMENTAL SEQUENCES FOR INFANTS



CATEGORY II

FINE MOVEMENT

General Directions for Coordinating Sequence Skills

B. COORDINATION SEQUENCE

1. HITS 2 CUBES TOGETHER

- a. Test - After placing a cube in each hand, can the child hit the blocks together in front of himself?



2. STACKS 2 CUBES

- a. Test - After showing the child how to stack blocks, can the child put one block on another without the blocks falling?



3. EMPTIES MATERIAL FROM BOTTLE DEMONSTRATION

- a. Test - Can the child dump a raisin (or any other small object) out of the bottle after demonstration?



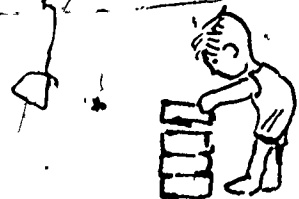
4. EMPTIES MATERIAL FROM BOTTLE SPONTANEOUSLY

- a. Test - Can the child dump the raisins out of a bottle without demonstration?



5. STACKS 4 CUBES

- a. Test - Can the child stack 4 blocks on top of one another without making them fall?



B. COORDINATION SEQUENCE (cont.).

7. RIDES TRICYCLE

- a. Test - Can the child pedal 10 feet or more on level ground without too much difficulty?

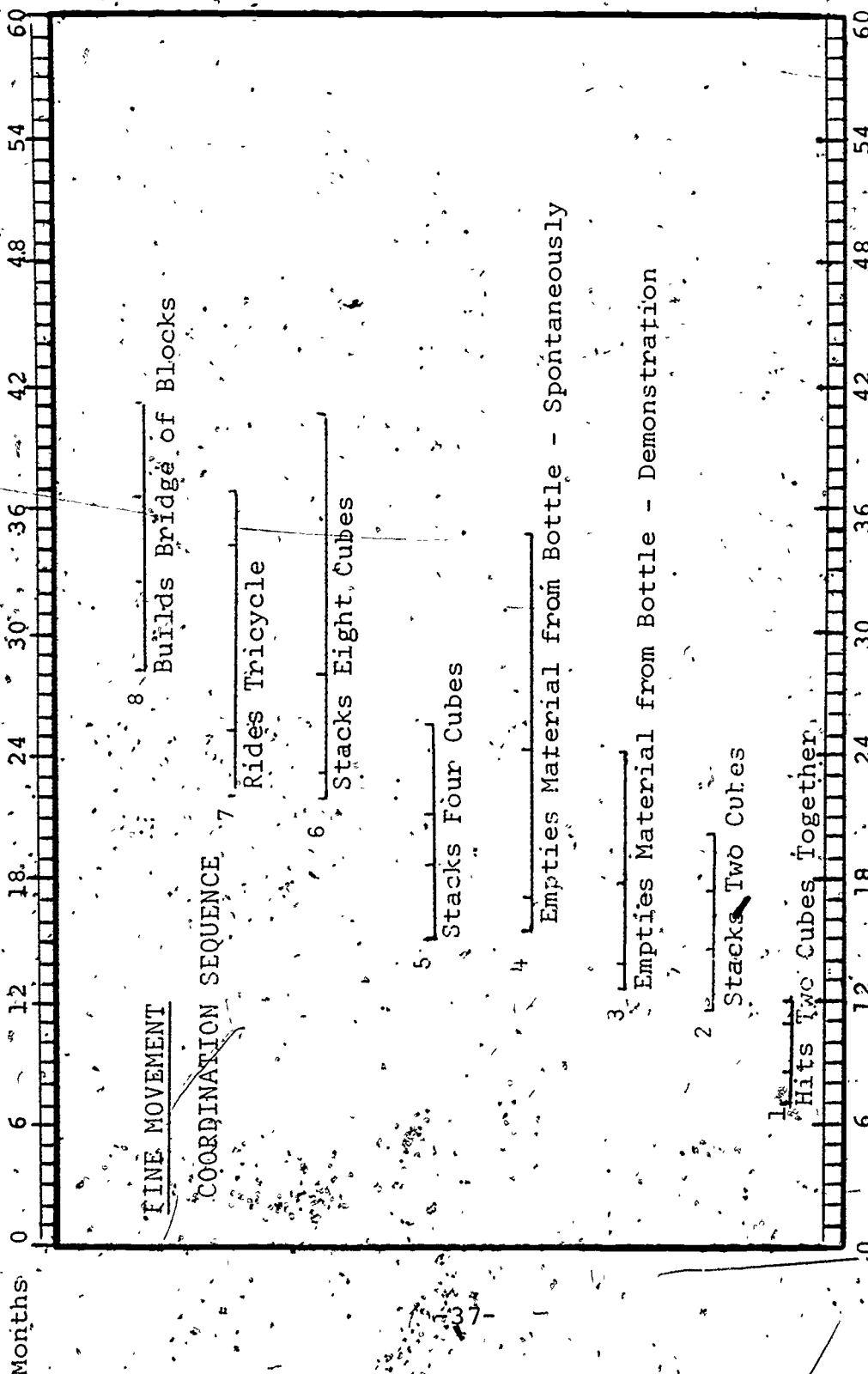


8. BUILDS BRIDGE OF BLOCKS

- a. Test - Can the child copy a block bridge of 3 blocks in front of him?



DEVELOPMENTAL SEQUENCES FOR INFANTS



FINE MOVEMENT

COORDINATION SEQUENCE

8 Builds Bridge of Blocks

7 Rides Tricycle

6 Stacks Eight Cubes

5 Stacks Four Cubes

4 Empties Material from Bottle - Spontaneously

3 Empties Material from Bottle - Demonstration

2 Stacks Two Cubes

1 Hits Two Cubes Together

Percent of Infants Passing

25 50 75 90

CATEGORY III

LANGUAGE

General Directions for Speech Sequence Skills

A. SPEECH SEQUENCE

1. USES "PA-PA (DA-DA)"

- a. Test - Does the child say da-da or pa-pa or ma-ma and know one from the other?

2. USES 3 OTHER WORDS

- a. Test - Does the child use 3 or more other words that identify objects, persons or actions?

3. COMBINES WORDS

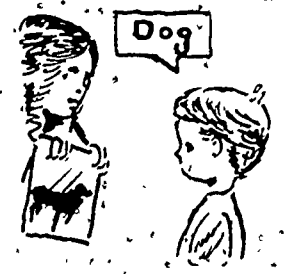
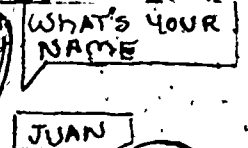
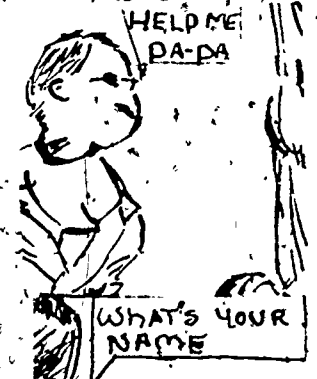
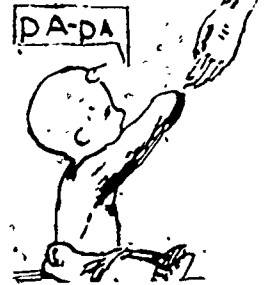
- a. Test - Does the child say 2 or more words such as red ball and want drink?

4. SAYS FIRST NAME

- a. Test - Does the child give his first name when asked?

5. NAMES PICTURES, OBJECTS OR PERSONS

- a. Test - Does the child correctly name one or more pictures of a cat, bird, dog, horse or man?



A. SPEECH SEQUENCE (cont.)

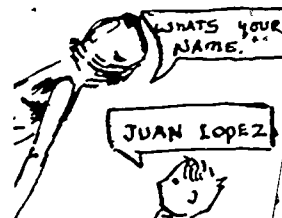
6. USES PLURAL FORM

- a. Test - Does the child name fingers, toes, eyes, indicating a use of the plural form?



7. SAYS FIRST AND LAST NAME

- a. Test - Does the child give his first and last name when asked?



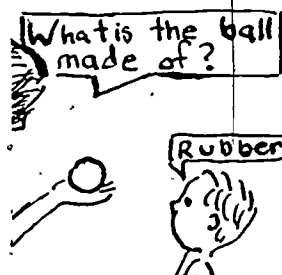
8. KNOWS SIX OR MORE WORDS

- a. Test - Does the child define 6 words in terms either of its specific use, structure, composition or classification, e.g., house, a building, to live in, made of wood?

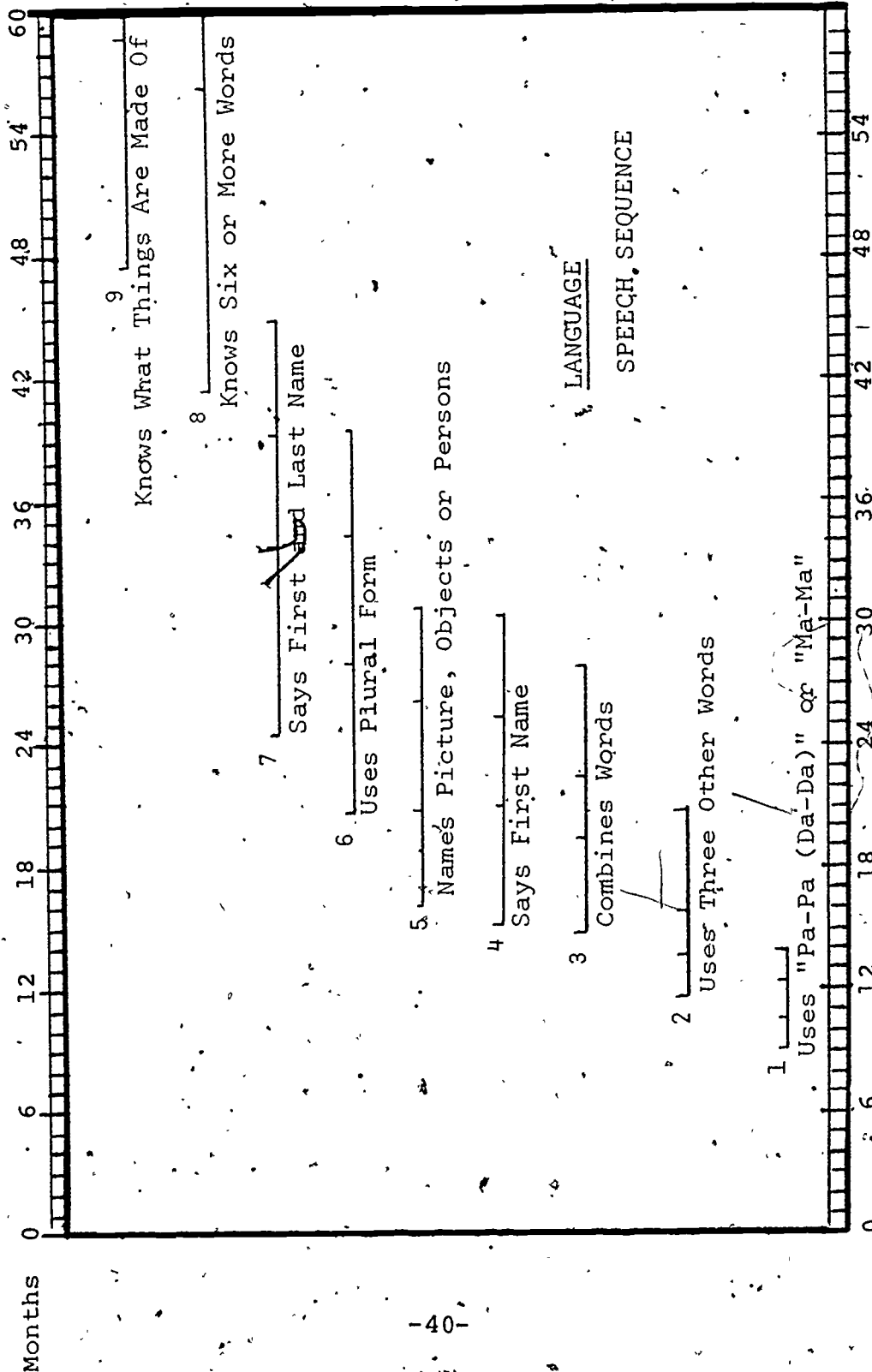


9. KNOWS WHAT THINGS ARE MADE OF

- a. Test - Does the child reply that a spoon is made of metal, or plastic; a shoe of leather, rubber or cloth; and a door of wood?



DEVELOPMENTAL SEQUENCES FOR INFANTS



CATEGORY III

LANGUAGE

General Directions for Comprehension Sequence Skills

B. COMPREHENSION SEQUENCE

1. UNDERSTANDS NO

- a. Test - Does the child usually obey when he is told No, Don't or Cannot?



2. POINTS TO BODY PARTS

- a. Test - Does the child correctly point to at least one body part such as eye, nose, foot, etc.?



3. OBEYS DIRECTIONS

- a. Test - Does the child follow 2 out of 3 directions such as, put ball in box, put block on table, give me your shoes, etc.?



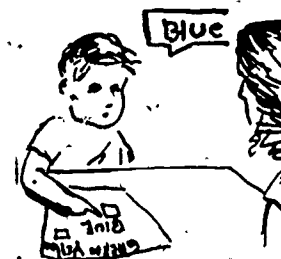
4. UNDERSTANDS COLD, TIRED, HUNGRY

- a. Test - Does the child give 2 of 3 responses to questions of cold, tired or hungry?



5. RECOGNIZES COLORS

- a. Test - Does the child, when asked, point to or pick up a red block, a blue block, a green block and then a yellow block?



B. COMPREHENSION SEQUENCE (cont.)

6. UNDERSTANDS PREPOSITIONS

- a. Test - Does the child when asked, place a block on the table, under the table, in front of mommy's chair and behind her chair?

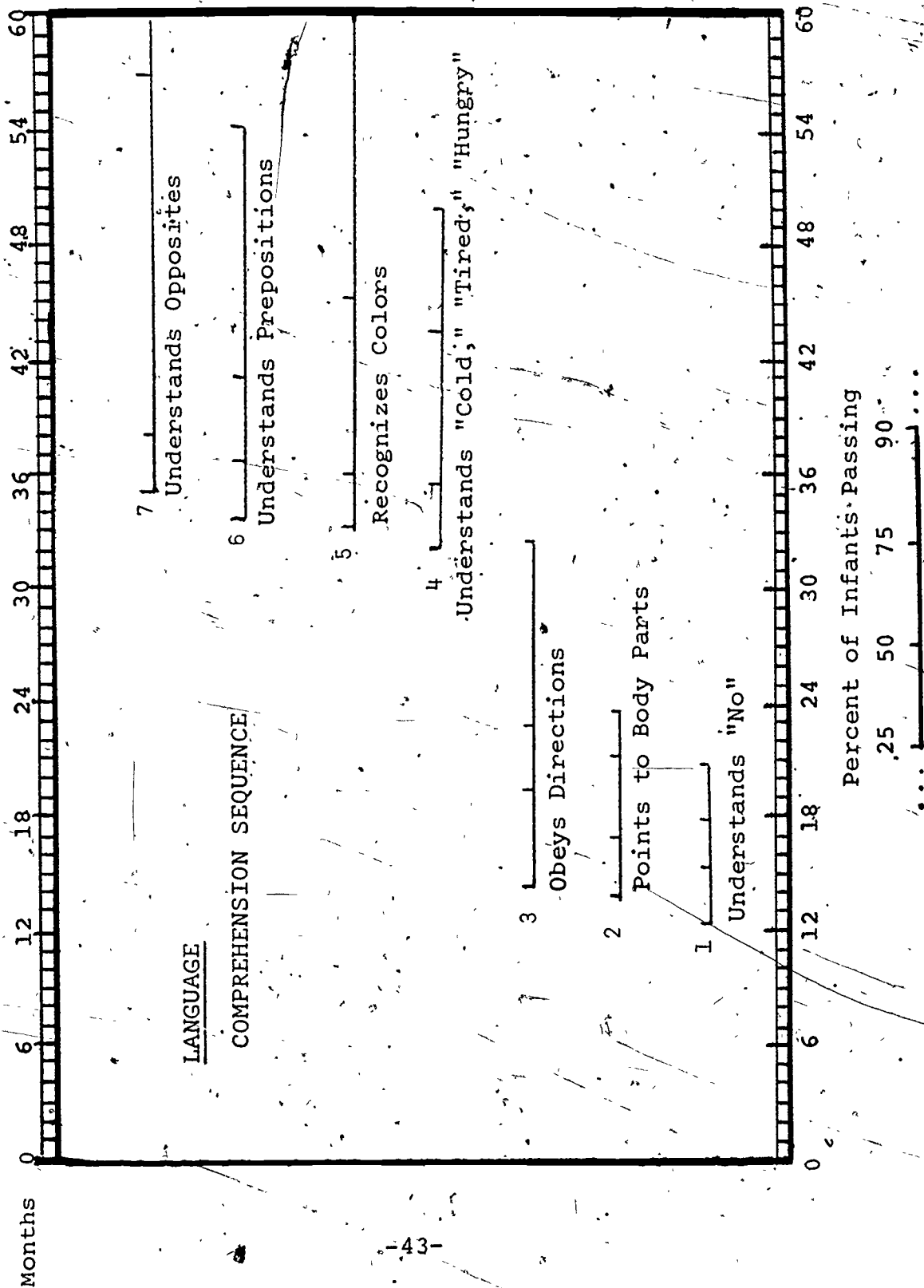


7. UNDERSTANDS OPPOSITES

- a. Test - Does the child give the correct opposite in 2 of 3 analogies, such as: "Fire is hot, ice is cold;" "a car is small, a bus is big;" "Mama is a woman, Daddy is a man."



DEVELOPMENTAL SEQUENCES FOR INFANTS



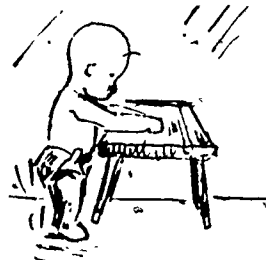
CATEGORY IV
GROSS MOVEMENT

General Directions for Walking Sequence Skills

A. WALKING SEQUENCE

1. WALKS HOLDING ON

- a. Test - Does the child hold on to furniture or crib and walk around it while holding on?



2. STANDS ALONE 2-3 SECONDS

- a. Test - Can the child stand alone 2-3 seconds without support?



3. STANDS WITHOUT SUPPORT - 10 SECONDS

- a. Test - Can the child stand 10 or more seconds without support?



4. BENDS OVER AND PICKS UP OBJECT

- a. Test - Can the child bend over, pick up a toy and return to standing position all without support or touching floor?



5. WALKS WITHOUT FALLING

- a. Test - Can the child walk with good balance without falling?



A. WALKING SEQUENCE (cont.)

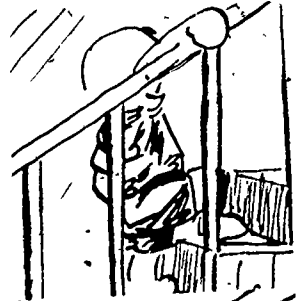
6. TAKES 2 OR 3 STEPS BACKWARD

- a. Test - Can the child walk backward two or more steps?



7. WALKS UP STEPS WITH SUPPORT

- a. Test - Can the child walk up stairs with support of wall or rail?



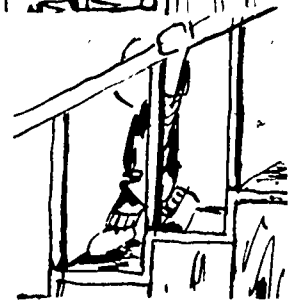
8. WALKS UP STEPS

- a. Test - Can the child walk up stairs without support?

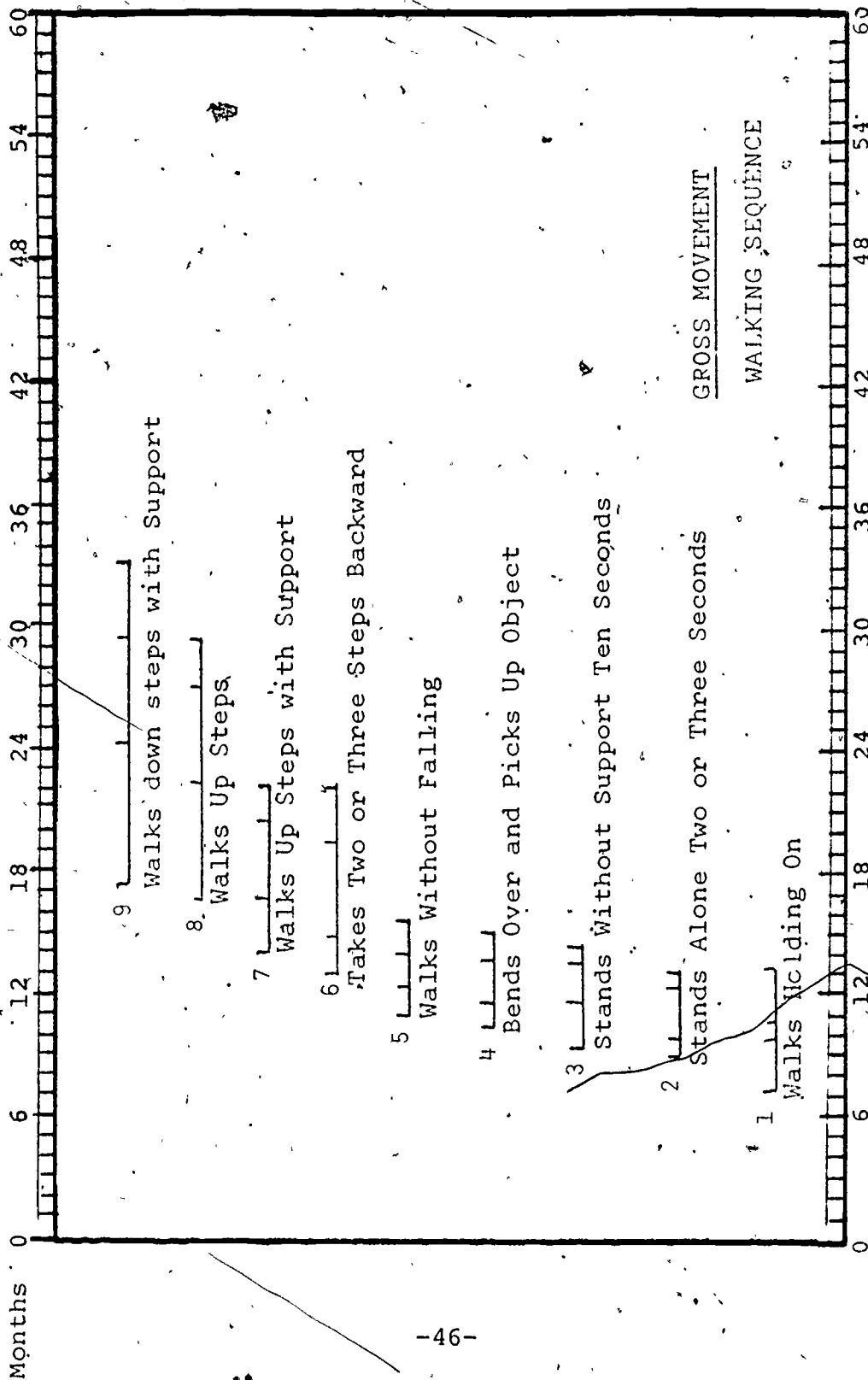


9. WALKS DOWN STEPS WITH SUPPORT

- a. Test - Can the child walk down stairs with support of a wall or a rail and some assistance?



DEVELOPMENTAL SEQUENCES FOR INFANTS



CATEGORY IV

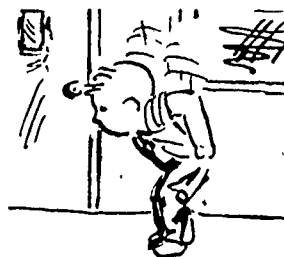
GROSS MOVEMENT

General Directions for Balancing Sequence Skills

B... BALANCING SEQUENCE

1. JUMPS UPWARD WITH BOTH FEET.

- a. Test - While the child is standing, can he jump upward with both feet with support?



2. BALANCES ON ONE FOOT - ONE SECOND

- a. Test - While child is standing ask him to stand on one foot. Demonstrate if necessary. No support is allowed child.



3. JUMPS A SHORT DISTANCE

- a. Test - Can the child jump forward with both feet at least 8 1/2 inches?



4. BALANCES ON ONE FOOT FIVE SECONDS

- a. Test - Can the child balance on one foot over 5 seconds in 2 of 3 trials?



5. HOPS ON ONE FOOT

- a. Test - Can the child hop on one foot 2 or more consecutive times either in place or over a distance?



B. BALANCING SEQUENCE (cont.)

6. BALANCES ON ONE FOOT - 10 SECONDS

- a. Test - Can the child balance on one foot over 10 seconds in 2 of 3 trials?



7. WALKS HEEL-TO-TOE

- a. Test - Can the child place his heel approximately one inch or less in front of his toe to proceed in a straight line for four or more seconds?

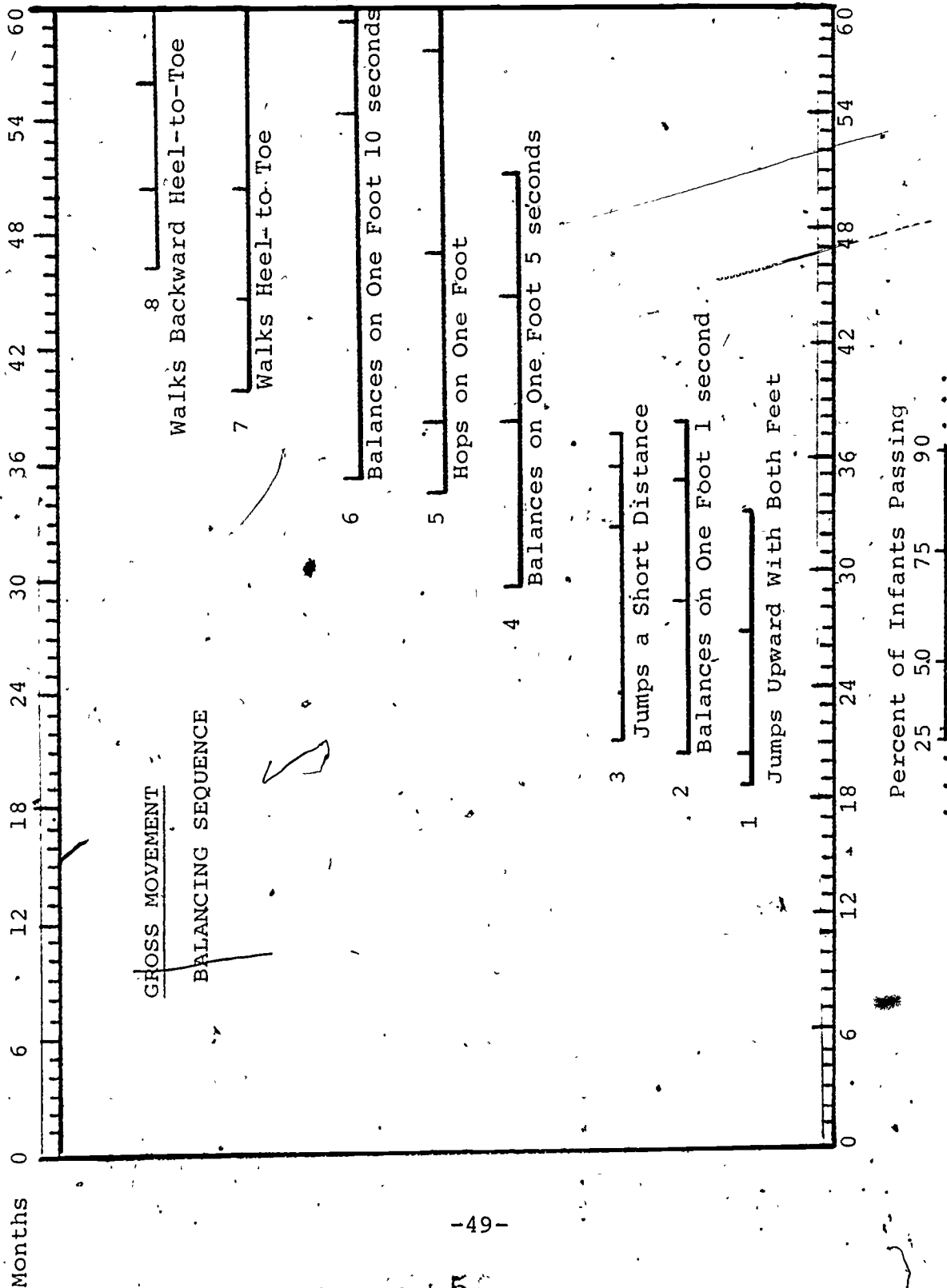


8. WALKS BACKWARD HEEL-TO-TOE

- a. Test - Can the child place his toe one inch or less in back of his heel and walk four or more steps backward?



DEVELOPMENTAL SEQUENCES FOR INFANTS



section IV

DEVELOPMENTAL GUIDE

- A. INTRODUCTION
- B. DEVELOPMENT FROM BIRTH TO 12 MONTHS
- C. DEVELOPMENT FROM 12 TO 24 MONTHS
- D. DEVELOPMENT FROM 24 TO 36 MONTHS

IV. DEVELOPMENTAL GUIDE

A. INTRODUCTION

SECTION FOUR CONSISTS OF A GUIDE FOR PARENTS WITH VERY YOUNG CHILDREN.

THE THREE CHRONOLOGICAL STAGES GIVE PARTIAL EMPHASIS TO FIVE MAJOR DEVELOPMENTAL CATEGORIES: GROSS AND FINE MOVEMENT, SENSORY AND PERCEPTUAL, PERSONAL-SOCIAL, EMOTIONAL AND LANGUAGE. PARENTS WILL HAVE TO TAKE INTO CONSIDERATION DIFFERENCES OF GROWTH AND DEVELOPMENT OF EACH CHILD THEY HAVE, HELPING THEM WITH CERTAIN SKILLS, MOTIVATING ACHIEVEMENT, AND BEING AWARE OF THEIR NEEDS.

BY USING THIS GUIDE TO CROSS-CHECK THE INVENTORY OF YOUR CHILD, YOU WILL BE ABLE TO DECIDE WHETHER HE IS BELOW OR ABOVE EXPECTATIONS.

DEVELOPMENTAL GUIDE

FOR

THREE CHRONOLOGICAL STAGES OF INFANTS (0-3)

The following charts are to be used as a guide for parents. Emphases are placed on the physical, social and emotional development of infants within the ages of birth to 36 months. The varieties of behavior among infants at any stage are most noticeable and sequences vary with individual infants.

DEVELOPMENT FROM BIRTH TO 12 MONTHS

Gross and Fine Movement Development	Sensory and Perceptual Development	Personal and Social Development	Emotional Development	Language Development
Adjusts position in crib, lifts head.	Remembers environment, attentive looking.	Develops attention toward certain persons, mother, etc.	Differentiates cry.	Vocalizes.
Adapts posture on the lap for comfort.	Adapts to space and objects, by vision, visually explores and familiarization.	Maintains attention to mother, visual pursuit.	Frowns.	Develops syllables.
Turns to facilitate vision, hearing.	Recognizes objects, discriminates, selects.	Smiles socially.	Laughs.	Associates "ba" with bottle, etc.
Lifts chest with support of forearms and/or hands	Develops concepts of familiar object constancy.	Receives and shows pleasure in mother.	Shows delight.	Turns to voices.
Uses motor exploration, discovery.		Differentiates mother.	Shows separation anxiety.	Imitates speech sounds.
			Masters separation anxiety.	Vocalizes to get play, comfort, help.
			Evokes response by active, affective expression.	Engages in baby talk.

DEVELOPMENT FROM BIRTH TO 12 MONTHS (cont.)

Gross and Fine Movement Development	Sensory and Perceptual Development	Personal and Social Development	Emotional Development	Language Development
<p>Throws away and retrieves, loses, finds, searches.</p> <p>Reaches for, manipulates, throws.</p> <p>Practices motor skills, sits, pivots, rolls, pulls self up.</p> <p>Creeps.</p> <p>Stands, steps with support.</p>	<p>Explores by hand, feeling, tracing, experimenting with objects.</p>	<p>Shows anxiety at strangers.</p> <p>Differentiates responses to different persons.</p>	<p>Expresses aggression to objects through hands and body, controls aggression.</p>	<p>Differentiates expressive vocalization.</p>

DEVELOPMENT FROM 12 TO 24 MONTHS

Gross and Fine Movement Development	Sensory and Perceptual Development	Personal and Social Development	Emotional Development	Language Development
Develops smoother locomotion.	Plays contentedly with toys for thirty minutes or more.	Plays at brushing hair.	Teases, pretending to do the forbidden.	Responds to verbal signals.
Begins to run, climb.	Experiments with things that make noises, sounds.	Pulls off shoes, socks; tries to put on shirt, sweater.	Has transitional object: dolls, blankets, etc.	Uses verbal play.
Bounces on sofa, slides off.	Extends range of exploring, empties kitchen cupboards, pokes into shelves and drawers, pulls out pots and pans, puts small things into bigger things.	Explores mother's hair, earrings, glasses.	Develops triumph, delight, pride in achievement, skills and in making things happen.	Names pictures.
Tries to walk backward.	Tears paper, magazines.	May be shy and curious, yet interested at the same time; turns partly away.	May protest, cry in sharp anger or rage when frustrated.	Expresses wants.
Gets on top of or under tables, desks, beds, climbs on kitchen table.	Body sensitivity increases, abdomen more sensitive.	May stare at strangers.	Delights in newness, discovery.	Follows verbal cues.
Pulls wagon, carries toys and "loot" from one place to another.	Learns to avoid bumps.	Plays "peek-a-boo."	Has many expressions, much affection.	May increase vocabulary rapidly.
Blows bubbles under water.		Begins to feed self, then wipes face.	Manipulates situation by emotional display.	May ask "What's that?" frequently.
Tries two-legged jump, somersaults		Is pleased with image in mirror.		Responds to picture book game with mother's asking or showing.
				Uses words or phrases plus gestures to summon adults, and wants to communicate.

DEVELOPMENT FROM 12 TO 24 MONTHS (cont.)

Gross and Fine Movement Development	Sensory and Perceptual Development	Personal and Social Development	Emotional Development	Language Development
Rides and steers tricycle.	Learns to master many aspects of the environment through observation, exploring, trial-and-error testing, problem solving.	Has wide range of adult-child interaction.	May still have intense separation anxiety, followed by angry withdrawal at mother's return.	Listens to simple stories.
Digs, fills pails, pots or bottles with sand, seeds, pebbles. Dumps out sand.		Develops acute sense of autonomy: "Do it myself!"	Retains impulse in response to "No."	Imitates animal sounds and car noises.
Plays on musical toys.	Enjoys roughhousing, tossing games, being thrown on the bed etc.	Tries to bathe self.		Hums, may sing.
Piles and knocks down blocks.		Pats and hugs dog or cat.	May cry or withdraw from strangers if parents are present.	Understands far more words and ideas than he can express.
Leaps through mail order catalogs.	Loves to splash in water and explore sensations of water contact.	Punches, slaps, knocks down intruding younger children.	Runs to be picked up, cuddled; grabs mother's or father's leg in hug.	Knows own body parts.
Arranges graduated rings.	Shows interest in persons.			Talks with toy telephone.
Returns ball thrown.	Struggles to master obstacles.	Imitates mother, dresses up, copies posture.	Is affectionate, likes hugs, kisses, cuddling; begins to give love.	Follows simple directions.
Gives doll or teddy bear rides.		Controls others, gives orders.		Begins to understand plurals.
Carries several objects at one time.		Tests, opposes, resists adults when forced.	May show humor.	

DEVELOPMENT FROM 12 TO 24 MONTHS (cont.)

Gross and Fine Movement Development	Sensory and Perceptual Development	Personal and Social Development	Emotional Development	Language Development
<p>Likes to open and close doors.</p> <p>Combines toys in play.</p> <p>Wants variety, enjoys walk.</p>		<p>Makes selections, has preferences.</p> <p>Begins to clean up own mess.</p> <p>At times may insist on privacy.</p> <p>"Helps" mother sweep and dust.</p> <p>Becomes possessive, makes a house or a special place for own toys.</p>	<p>Resents pressure, constriction, training.</p> <p>Has intense positive and negative affects.</p> <p>Sense of self has become intense.</p>	

DEVELOPMENT FROM 24 TO 36 MONTHS

Gross and Fine Movement Development	Sensory and Perceptual Development	Personal and Social Development	Emotional Development	Language Development
Has great interest in faucets, light switches, door knobs, keys, latches and toys that turn and move. Hammers pegboards energetically. Fits puzzles, takes apart, puts parts together. Likes means-ends activity-moving stool or box to climb to higher objects; explores heights. Expands motor interests. Is short-stepped; gain constrained. Has difficulty in achieving a circle.	Is more choosy, has favorite toys. Still touches and explores objects. Mimics living things. Likes to watch distant objects, planes flying overhead, birds. Creates dramatic play with simple plots. Associates persons with their accustomed places, roles; is surprised to see them in different places. Lays blocks in a row; works at problem of bridging.	Shows mother, father achievements. Explores clothes, jewelry of adults. Runs errands for mother (gets mop, etc.). Likes to investigate his peers; pokes, pats, hits. Stares, watches others play. Engages in solitary and parallel play. Is gradually able to let mother leave without distress. Decides between independence and interaction with others.	Is less disagreeable. Modulates beaming smiles; whimpers or whines. Wants goodnight kiss. Has periods of upheaval temper tantrums. Shows increasing humor at surprises, harmless accidents, animal actions, tricks, mistakes; imitate adults. May be tender or aggressive in turn to smaller babies. Needs and seeks variety.	Has concepts, still general. Sings songs. Uses phrases, simple sentences. Counts: "One," "two." Enjoys rhymes, chants. Understands and uses abstract words like "high," "far," "heavy," "later." Understands and uses texture words: "soft," "hard," etc. Talks about events. Recognizes songs and tunes.

DEVELOPMENT FROM 24 TO 36 MONTHS (cont.)

Gross and Fine Movement Development	Sensory and Perceptual Development	Personal and Social Development	Emotional Development	Language Development
<p>Begins to master slide, swing.</p> <p>Marches, claps to music.</p> <p>Experiments with motor patterns.</p> <p>Tries to turn and twirl or walk on tiptoe.</p> <p>May use both hands at once; fingers still work together.</p> <p>Walks backward, heel-toe.</p> <p>Draws, scribbles with crayons.</p>	<p>Enjoys roughhouse with father, piggy back rides, marching games.</p>	<p>Tries to dress self, works zippers; may be very persistent.</p> <p>Shows off new clothes, shoes.</p> <p>Pulls at, tugs clothes to get undressed.</p> <p>Plays out own daily routines, his intimate experiences.</p> <p>Plays with dolls increasingly.</p>	<p>Resists suggestions at time, accepts at other times.</p> <p>Acts on choices; performs preparatory steps to carry out a plan.</p> <p>May still cling to transitional objects.</p>	<p>Knows names of neighbors and where they live.</p> <p>Uses verbal associations with pictures.</p> <p>Identifies places where things and people belong.</p> <p>Distinguishes prepositions.</p> <p>Comprehends some opposite analogies.</p> <p>Gives first and last names.</p>

section V

METHODS AND STRATEGIES

- A. INTRODUCTION
- B. HAVE A POSITIVE APPROACH
- C. GUIDELINES IN WORKING WITH CHILDREN
- D. READING TIPS FOR PARENTS
- E. VALUES OF BASIC SKILLS
- F. TEACHING STRATEGIES

V. METHODS AND STRATEGIES

A. INTRODUCTION

THE AMOUNT OF TIME AND EFFORT PARENTS SPEND WITH A CHILD IS NOT AS IMPORTANT AS THE QUALITY OF WORK DONE. LEARNING TO "TEACH" INFANTS OR YOUNG CHILDREN CAN BE EASILY ACCOMPLISHED PROVIDED CERTAIN WAYS ARE USED CONSISTENTLY.

HAVING INVENTORIED A CHILD FOR BEHAVIOR AND DEVELOPMENTAL SKILLS, THE PARENT WILL KNOW WHAT TO "TEACH." THIS SECTION GIVES MANY SUGGESTIONS ON HOW TO PROCEED:

1. Read carefully "Have A Positive Approach" and the "Guidelines in Working With Children."
2. Read aloud and talk with your child about things he likes.
3. Study the "Values of Basic Skills."
4. Learn about "Teaching Strategies" in the four areas of a child's program.

B. HAVE A POSITIVE APPROACH

The purpose of home education is to aid the child in obtaining a positive outlook for learning and living. A child who experiences early success will want to continue learning. On the other hand, the child who fails repeatedly will stop trying new things. He will be afraid of another failure.

Parents can help their children want to learn by providing them with successful beginnings. Praise the child and mean it when he does something correctly. Tell him how pleased you are about his help. Everyone likes to have his ego built up.

Always begin with an easy activity that you know your child will be able to do well. After your child has experienced success, then move on to something harder. A child who can't make circles can't be expected to draw a six-part man or a dog.

When speaking to your child, make sure he knows what you want. Instead of telling him, "Don't write on the wall," try saying, "We use crayons on paper, always draw on paper." Rather than saying, "No, don't throw sand!" tell him to keep the sand on the ground. Tell him some things he can do with sand. (Example: build houses, roads and make a cake.)

By building up his good points, the child will see himself in a positive light -- and that is what is most important.

C. GUIDELINES IN WORKING WITH CHILDREN

Teach the child real things. If you take time to show him how to handle materials and equipment carefully, he will be capable of far more than you realize.

When you want to teach a child a new activity or skill, plan it out first as a teaching exercise. Break it down into small, precise steps such as:

1. Is the child interested in the activity and why?
2. Besides verbal directions, what other activity helped in learning to learn?
3. Did you select specific objectives you want the child to learn?

When teaching a very young child, slow down your movements. Use as few words as possible. Let your movements guide the child's eyes to what he is to learn. (For example, in teaching a child how to use scissors, show him how to pick them up safely, to hand them to someone else, and to cut a straight line, thinner lines, curves and angles, and finally on pictures.)

The purpose of this type of teaching is not to direct every move the child makes or to enforce your methods on him. It is merely to give him a successful way of doing something he wants to do urgently at this stage in his life. He can do it in other ways if he wishes, but at least he will know one sure way that he can count on.

"Develop the art of letting the child do a task for himself." "Any unnecessary aid is a hindrance to learning."

Give the child enough time to do a task without hurrying. He usually works at a slower, more deliberate speed than an adult, and needs to repeat activities often, even after he appears to have mastered them.

Don't insist that the child try a new activity until you have motivated his interest. Don't always make him stick at a learning task when he strongly objects.

A child's responses and interests are the best guide adults have as to the level of readiness for learning. This technique is the parent's best protection against undesirable pressuring and pushing.

Make discipline interesting whenever you can. Say "See how quietly you can close the door." Or, "See if you can spread the paint all the way to the edge of the paper."

Allow the child the feeling of satisfaction of having done a job all by himself. Don't do over any activity that he has done while he is watching. If he is not succeeding and is becoming frustrated, instead of continuing his efforts, suggest a more simple, but related, game or project that will help him acquire the necessary skills.

Whenever you can, protect the child from interruptions while he is concentrating on any activity, even if it seems pointless and repetitious to you. His learning is work of

the highest importance and you should have respect for him and what he is trying to do. It will be much easier for you to teach him respect for others and their work.

D. READING TIPS FOR PARENTS

At six months of age, the child's basic language foundation begins to emerge as his powers of attention and concentration begin to develop. Parents enrich, prepare, deepen, enhance and expand the world of books and reading at home. THERE IS REALLY NO EFFECTIVE SUBSTITUTE FOR READING A STORY.

1. From the earliest, a child should be "read to." Even before he understands the words, he will derive joy from the personal attention and the sounds of your voices.
2. Reading aloud is a very personal experience. Sitting together in a big chair, helping turn pages, pointing out details in the illustrated picture books is time consuming for a busy parent, but it brings results. You don't have to read every day or for very long.
3. You will soon discover a difference in artistic taste. The illustrations may be more meaningful to the child than to you.
4. Parents who find it difficult to read can make up stories about the pictures in the book.
5. Parents must not push or create undue stress for their child as he enters the world of books. A reverence for books should be taught concurrently with the toddler stage.
6. Try not to rush. Take time to examine the pictures together. Have him sit on your left side and show him how to turn pages carefully as you read aloud to him. Cardboard books help make it easier for little fingers.
7. In every phase and at every reading stage, stress the fun and enjoyment of reading.
8. Don't be too ambitious about pushing your child ahead, you may only end up creating frustrations.
9. The child will discover shapes, sizes, colors and words as you read together.

E. VALUES OF BASIC SKILLS

1. INDIVIDUAL-SOCIAL SKILLS

- a. If parents provide attention and a rewarding presence, their children will learn to like being with other people.
- b. An environment which provides the opportunity for lots of hearing and doing will greatly benefit a child's social development.
- c. When parents provide a social example which is warm, firm, and consistent, the child has a better chance to develop a positive self-image.
- d. By exploring different roles (fireman, nurse, teacher) a child expresses himself and gets a deeper understanding of himself.
- e. Responsibility in the home gives a child a sense of worth and value. It makes him feel needed and it gives him a place in the family unit.
- f. Playing with other children helps a child to learn cooperation.
- g. When a child learns to do things for himself he feels pride. Being able to help himself makes him feel good about himself.
- h. When a child joins a group in playing and taking turns, or when he plays alone, he is learning to find answers and overcome conflicts, anxieties, fears and confusion.

2. FINE MOVEMENT SKILLS

- a. Every child has a desire to create and to express himself. Art gives them this opportunity to express themselves and to explore their own minds.
- b. Art helps the child develop his own ideas. He can discover on his own new and unexpected relationships. By building and drawing he can learn to solve problems on his own.

- c. Babies learn by shaking, grabbing, twisting, and dropping objects. The only way they can learn at that age is through testing and observing what happens. When they do this often enough they reach conclusions. This is creative learning.
- d. Self-expression (with pencil, paints, blocks, clay) helps a child to develop those qualities of personality which make him different from anyone else.
- e. Art offers freedom which lets the child react and show how he feels and thinks. It allows for personal, creative expression.
- f. Touching and feeling offer awareness of different textures, weights, and temperatures. Feeling is a means of discovery about the world around us.
- g. Building with blocks helps a child test and learn the limits of a situation. It also helps him to learn to control his movements, and to use his imagination.

3. LANGUAGE SKILLS

- a. In order to think and develop ideas we must have words and be able to put them together to form thoughts. We also need words to communicate our thoughts to someone else.
- b. Talking to a child and reading to him offer him practice in the complicated process of developing speech.
- c. Babbling and gurgling give a baby practice at making sounds which make up language and give his speech muscles exercise. He enjoys listening to his voice because it gives him a sense of achievement.
- d. The amount of oral self-expression a child gets may make the important difference between later success or failure in school and in life.
- e. Children learn speech through imitating their mother, father, and others who are around them often. If the models they have are correct, clear, frequent, and slow, they will learn to speak correctly and will enjoy speaking.

- f. Talking helps a child to become aware of himself.
- g. Excursions, trips, new experiences and "pretending" all provide the opportunity for new language and concept development.
- h. Listening to what your child has to say and answering his questions will encourage him to speak more. When he learns that he is an object of interest and pride he begins to feel that he is a worthwhile person. He grows to have positive attitudes and he is happy.
- i. Learning his own name helps a child realize he is a separate and important person. It helps establish self-confidence.
- j. Language leads to revelation of feelings and emotions. When a child can express his feelings it gives him release from emotional tension. This aids in personal and social adjustment.
- k. Language gives a child the tools for developing a satisfying self-image.

4. GROSS MOVEMENT SKILLS

- a. Movement offers exercise needed to maintain good muscle tone which is needed for good posture and good health.
- b. Exercise can prevent the development of some heart problems which may occur.
- c. Physical development is closely related to social, emotional, and intellectual development.
- d. Crawling and balancing help develop parts of the brain which will be used later in reading.
- e. Physical activities provide opportunities for children to express themselves.
- f. Rhythmics give the opportunity for exercise and muscle control, and also are an outlet for creative expression. A child can express his ideas, feelings, and imagination through rhythmic movement. Music of different speeds and sounds help him to find rhythmic and creative movement.
- g. Rhythms teach body manipulation and coordination.

F. TEACHING STRATEGIES

1. INDIVIDUAL-SOCIAL STRATEGIES

- a. Play children's music records as a good way to create moods for relaxing, games, reading and many other activities. Play records for background music whenever possible.
- b. When learning and playing games, let other children in the family encourage the child to try new things. A child will want to try and imitate another child more than an adult or tutor.
- c. Children will touch, taste, smell and see for themselves if given time to do so. Too often adults do too much telling, directing and demanding. Children will often think things out for themselves.
- d. Children need much praise and encouragement whenever they try to help themselves or others. Statements such as "Look what you have done all by yourself", or, "You are a big boy," will make them feel successful.
- e. Frequently ask the child how he would like to help you. Give him a choice such as putting the newspapers together, setting the table, playing with the baby, etc.
- f. A good way to teach objects to the child is to place them nearby so he can discover the use of the object. Then he will handle, see, touch and even taste it.
- g. When a parent must leave his child, even for a few hours, be sure to tell him you will be away. Also, tell him who will be staying with him and some of the things he will enjoy doing with that person.

2. FINE MOVEMENT STRATEGIES.

- a. It is important to have a number of objects for the child to see, feel, handle, and even put into his mouth or squeeze. He discovers other objects by the touch and feel method. He also becomes aware of different textures, sizes, shapes and weights.
- b. Scribbling is one of the earliest means of non-verbal expression. Have plenty of paper and a dark crayon to give the child, then opportunity to express himself and create. Do not give him too much direction.
- c. To learn tracing or copying, have the child trace his hand or foot or other prepared shapes.
- d. Let the child express himself even though you want him to copy an object. Talking while he works helps give him confidence as he draws lines, circles, squares or just scribbles.
- e. Show the child different things such as (a) short and large sticks of uncooked spaghetti, (b) circles such as a coin, a button, etc., (c) squares such as boxes, rugs or blocks.
- f. In all activities encourage your child to tell you how he feels and thinks. Drawing provides opportunities to learn that people think and feel differently about the same things.
- g. Encourage your child to try out many activities himself without too much direction from the tutor or person with him. Let him fantasize play and create his own ideas, things and movement.

3. LANGUAGE - VOCABULARY STRATEGIES

- a. Talking in the order of saying, naming and conversation are the fundamentals of speech. Talk to children at an early age because children understand speech before they speak themselves. Speech develops slowly in children who are mainly in contact with other children.

- b. Children who have been helped or encouraged by parents to speak have more capacity for or interest in listening. They can express their own ideas or talk with other children.
- c. Children learn to speak through imitation or reinforcement of meaningful sounds from family members. A child depends on the volume and quality of sounds. He gets meaning by what he hears, so speak slowly, clearly, and in short sentences.
- d. A child in a large family where the home is crowded and noisy, usually learns to tune out speech unless it is a command or direct phrase to him. In this way the child does not learn to listen or respond to listening.
- e. When a child becomes interested or likes to make various noises, he is ready for radio or T.V., music, records or any other types of soft sounds. He becomes interested in making rhythmic sounds with a rattle, sticks, blocks, etc.
- f. Children really enjoy and benefit from listening to stories when you make the sounds of the animals, equipment or persons in the story. For very young children, use the large pictures and show them to him every day for a few moments. Make the sounds of each thing and say, "This is a _____." When the child tries to imitate the sounds, give him encouragement and praise.
- g. Telling the child traditional fairy stories and stories with imaginative aspects provide much joy and learning. It gives him an opportunity for imagination as well as learning about the world around him. When the child is old enough, have him repeat your stories and help him if needed.
- h. The way you introduce books to your child is more important than the book itself. First, you should like the book yourself. Second, the book should be interesting to you. Third, read the book with your own enthusiasm for the book. Fourth, the child will sense your interest and like the book. Fifth, show and talk about the pictures.
- i. In reading to children, allow them to try out the described movements in the story. It will deepen and enrich their real life.

- j. Give your child a chance to select the kind of books or booklets he likes. Ask him to select his favorite book or books. Talk to him about his choice. If he doesn't have any ideas about which book he likes, suggest things like animals, rockets, cars, dolls, cowboys, etc. Give him time to think about his choice and encourage some response. Make weekly or bi-weekly trips to your public library. Make the occasion a special outing for your child. Take advantage of their weekly story time.
- k. In looking at a book, or reading it, sit down together with the child on your left side so he can turn the pages. As you look through the book, let the child point out objects he knows or wants to know about. Sometimes you point to a possible known object and ask, "What is this?" Do not be in a hurry to tell him if he doesn't respond right away. Give him time to think.
- l. In the child's second year he becomes most curious and wants to understand the how of things, people and places. He will ask many questions of all types. He may not care about answers, but he wants to ask questions. He examines, explores, and creates his own fantasies which are the result of ideas, things, speech and movement.

4. GROSS MOVEMENT STRATEGIES

- a. Each child learns to walk at his own speed. Making him walk before his leg muscles can support his movement is not recommended.
- b. Many activities should be tried to help the child gain confidence in standing, picking up objects, walking up and down steps and running. In all situations keep the child from activities or hard surfaces that could prove harmful if he falls. An important point to remember is to have him maintain confidence and desire to keep on trying.
- c. Gross movement skills offer a development of courage or timidity, satisfy curiosities and develop muscles.
- d. Rhythmic activities give an opportunity for muscle control and imaginative movement at the same time.
- e. Rhythms teach body manipulation and coordination.

- f. Pretending to be a cat, dog, bunny rabbit, or other small animals helps in balance and various movement responses.
- g. Insistence upon the use of the right hand over the left hand may cause tensions, especially if there is an indication of emotional resistance.
- h. Jumping, hopping and running need to be encouraged among children to prevent some heart problems which sometimes begin in early childhood according to cardiologists.

section VI

PROGRESS REPORTS

- A. INTRODUCTION
- B. PROGRESS REPORT ON PARENT
- C. MONTHLY PROGRESS REPORT ON CHILD

VI. PROGRESS REPORTS

A. INTRODUCTION

ONE AREA THAT IS GENERALLY NEGLECTED IN PRESCHOOL EDUCATION PROGRAMS IS RECORD KEEPING OF THE PROGRESS OF PARENTS AND CHILDREN. IN THIS SECTION, THE PARENT WILL FIND AN EASY AND QUICK MONTHLY CHECK LIST ON HIS OR HER PROGRESS AND A CHART FOR THE MONTHLY PROGRESS REPORT ON HER CHILD.

ARRANGE TO TAKE TIME TO DO A MONTHLY EVALUATION OF CHANGES MADE IN THE CHILD, THE HOME AND YOURSELF.

PARENTS LEARN FROM CHILDREN,
CHILDREN LEARN FROM PARENTS,
CHILDREN LEARN FROM OTHER CHILDREN,

HUSBANDS LEARN FROM WIVES,
WIVES LEARN FROM HUSBANDS,

SO, LOVE AND LEARN.

B. PROGRESS REPORT ON PARENTS

This rating form is to be used monthly by the parent. Rate each category by selecting one of the numbers, 1 to 10. Place your score in the appropriate monthly column. Number 1 indicates a low rating while number 10 is the highest rating. Write a comment justifying the reason for a low rating. Use the same score sheet each month to record progress.

1. POSITIVE ATTITUDE TOWARD "TEACHING"	1 2 3 4 5 6 7 8 9 10
2. INCREASED AMOUNT OF TIME READING ALOUD TO CHILD	1 2 3 4 5 6 7 8 9 10
3. BECOMING MORE VERBAL WITH CHILD	1 2 3 4 5 6 7 8 9 10
4. IMPROVED IN LEARNING ABOUT CHILD GROWTH AND DEVELOPMENT	1 2 3 4 5 6 7 8 9 10
5. USED SOME OF YOUR OWN IDEAS IN WORKING WITH CHILD	1 2 3 4 5 6 7 8 9 10
6. USED PRESCRIPTIVE ACTIVITIES FOR TEACHING ASSIGNMENT	1 2 3 4 5 6 7 8 9 10
7. CARRIED OUT "TEACHING" OBJECTIVES AS PLANNED.	1 2 3 4 5 6 7 8 9 10
8. MONTHLY POST-TESTING CHILD'S SKILLS	1 2 3 4 5 6 7 8 9 10
9. MORE RESOURCEFUL BY HAVING EDUCATIONAL MATERIALS AROUND HOME	1 2 3 4 5 6 7 8 9 10
10. INCREASED YOUR "TEACHING" TIME ALLOTMENT WITH THE CHILD	1 2 3 4 5 6 7 8 9 10
11. BECAME AWARE OF PROGRESS OF CHILD FROM A PLANNED PROGRAM	1 2 3 4 5 6 7 8 9 10
12. POSITIVE ATTITUDE TOWARD PRESCHOOL PROGRAM EVALUATION	1 2 3 4 5 6 7 8 9 10

MONTHLY SCORE SHEET

Date Started

CATEGORIES	MONTHLY SCORES											
	J.	F.	M.	A.	M.	J.	J.	A.	S.	O.	N.	D.
1. Attitude on Teaching												
2. Reading Aloud												
3. Verbal												
4. Growth and Develop.												
5. Using Own Ideas												
6. Prescriptive Activities												
7. Planned Teaching Objectives												
8. Testing Child Monthly												
9. Educational Materials												
10. Teaching Time												
11. Child's Progress												
12. Attitude on Progress												

C. MONTHLY PROGRESS REPORT ON CHILD

SCORE SHEET

Date Started

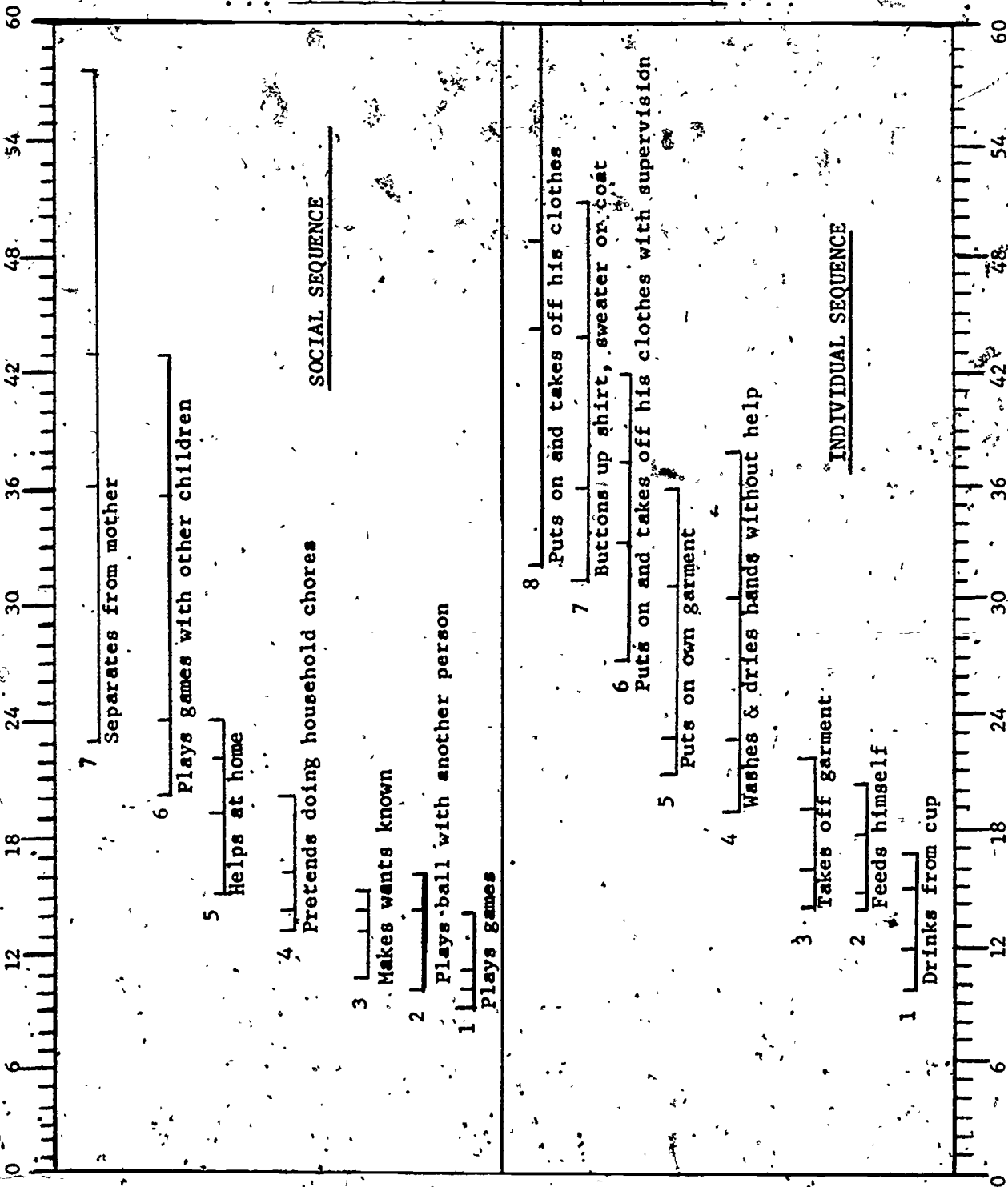
CATEGORIES	SEQUENCES	MONTHLY SCORE											
		J	F	M	A	M	J	J	A	S	O	N	D
INDIVIDUAL-SOCIAL	Social (7)												
	Individual (8)												
FINE MOVEMENT	Writing (11)												
	Coordination (8)												
LANGUAGE	Speech (9)												
	Comprehension (7)												
GROSS MOVEMENT	Walking (9)												
	Balancing (8)												
VOCABULARY	English												
	Spanish												
	Other												

DEVELOPMENTAL SEQUENCES FOR INFANTS

MONTHS

Percent of Infants Passing

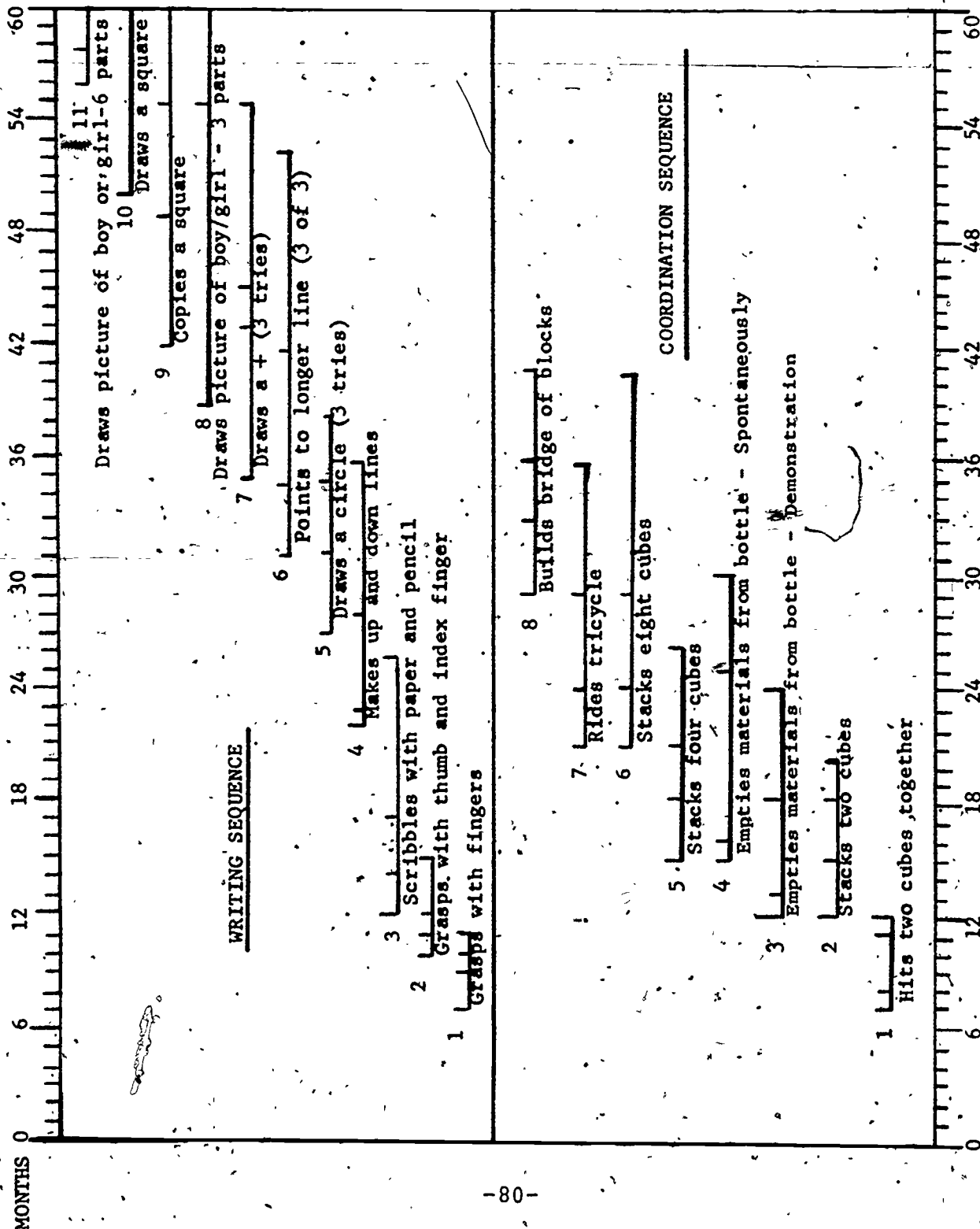
25 50 75 90



DEVELOPMENTAL SEQUENCES FOR INFANTS

Percent of Infants Passing

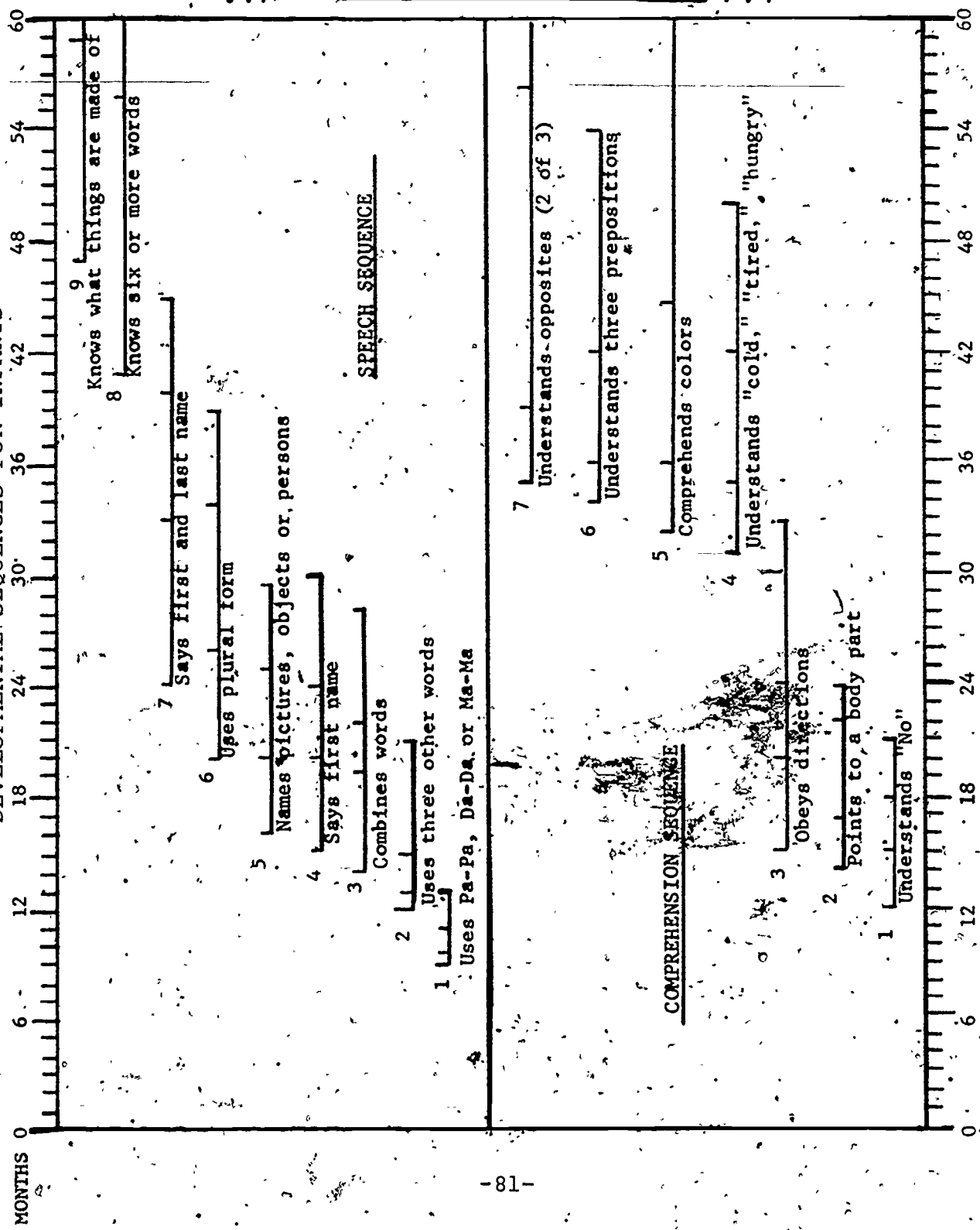
25 50 75 90



DEVELOPMENTAL SEQUENCES FOR INFANTS

Percent of Infants Passing

25 50 75 90



DEVELOPMENTAL SEQUENCES FOR INFANTS

MONTHS 0 6 12 18 24 30 36 42 48 54 60

Percent of Infants Passing

25 50 75 90

WALKING SEQUENCE

- 9 Walks down steps with support
- 8 Walks up steps
- 7 Walks up steps with support
- 6 Takes 2-3 steps backwards
- 5 Walks without falling
- 4 Bends over and picks up object
- 3 Stands without support - 10 seconds
- 2 Stands alone 2-3 seconds
- 1 Walks holding on

BALANCING SEQUENCE

- 8 Walks backward heel-to-toe
- 7 Walks heel-to-toe
- 6 Balances on one foot - 10 seconds
- 5 Hops on one foot
- 4 Balances on one foot - 5 seconds
- 3 Jumps a short distance
- 2 Balances on one foot - one second
- 1 Jumps upward with both feet

0 6 12 18 24 30 36 42 48 54 60

section VII

CUMULATIVE VOCABULARY

- A. INTRODUCTION
- B. CUMULATIVE VOCABULARY CHECK LIST

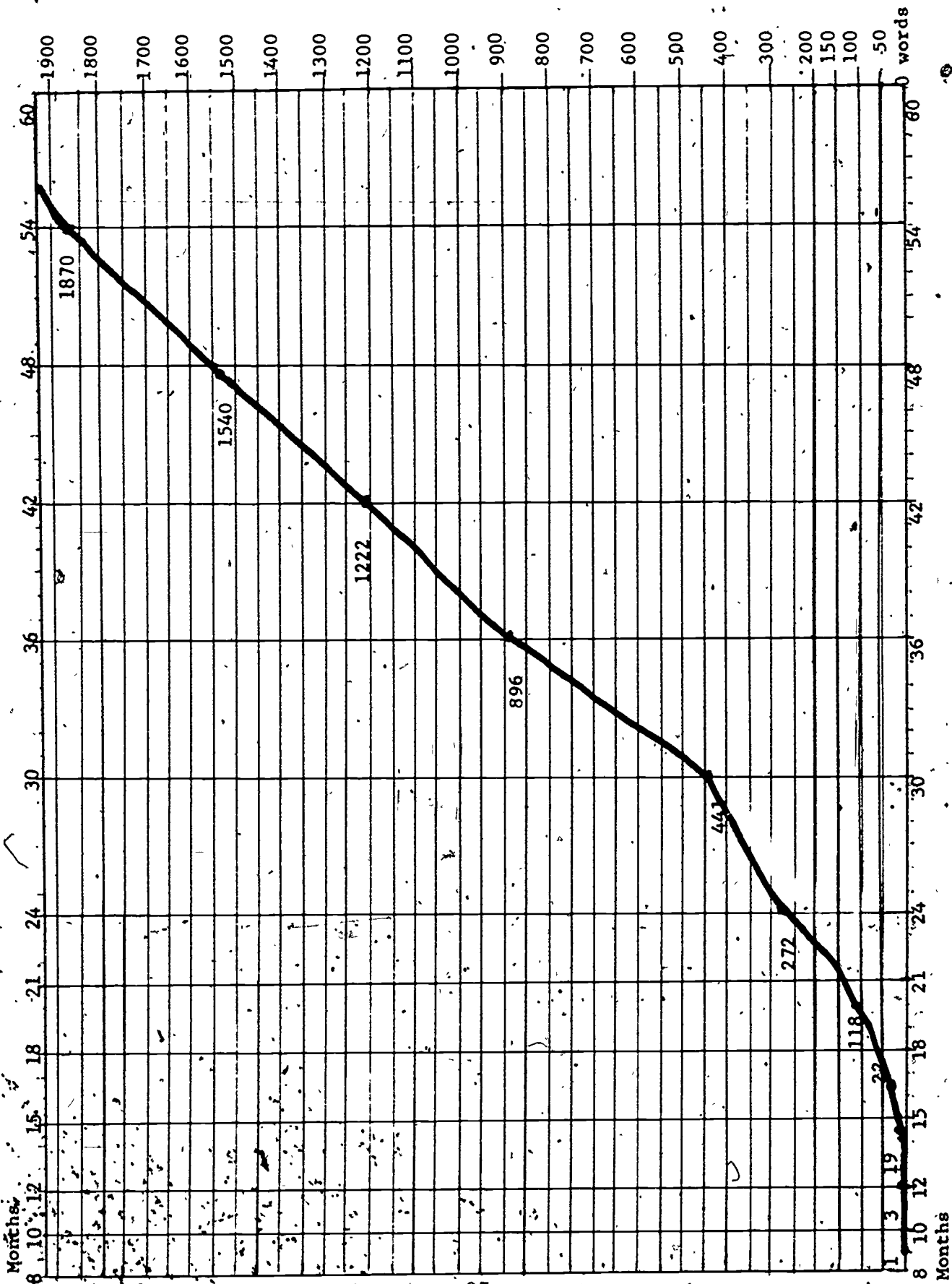
VII. CUMULATIVE VOCABULARY

GENERAL DIRECTIONS FOR CHECKING VOCABULARY GROWTH

A. INTRODUCTION

The Smith Vocabulary Expectancy Scale shows a developmental pattern of standardized numbers of words used by children at specified age levels. This is the average size of oral vocabularies of children from 8 months to 60 months. A comparison of a child's total vocabulary with the chart will give indication of program success. A cumulative vocabulary check-list, containing approximately 1,500 words has been alphabetically arranged for convenient checking and recording for mothers or aides. This list is also designed to keep a chronological record of vocabulary development.

M. E. SMITH VOCABULARY EXPECTANCY SCALE



CUMULATIVE VOCABULARY CHECK LIST

CHILD _____

AGE _____

ADDRESS _____

DATE _____

CITY _____

No.	WORDS- Understood and Used	CHECK Mo. Yr.	No.	WORDS- Understood and Used	CHECK Mo. Yr.
A					
1	a	_____	38	anything	_____
2	able	_____	39	apple	_____
3	about	_____	40	apricot	_____
4	above	_____	41	arch	_____
5	accident	_____	42	are	_____
6	across	_____	43	argue	_____
7	act	_____	44	arm	_____
8	add	_____	45	around	_____
9	address	_____	46	arrow	_____
10	afraid	_____	47	art	_____
11	again	_____	48	artichoke	_____
12	age	_____	49	ash	_____
13	agree	_____	50	ask	_____
14	ahead	_____	51	asleep	_____
15	air	_____	52	at	_____
16	airplane	_____	53	attain	_____
17	alike	_____	54	aunt	_____
18	all	_____	55	automobile	_____
19	alley	_____	56	away	_____
20	alligator	_____	57	awful	_____
21	along	_____	58	ax	_____
22	always	_____	59	_____	_____
23	am	_____	60	_____	_____
24	ambulance	_____	61	_____	_____
25	among	_____	62	_____	_____
26	amount	_____	63	_____	_____
27	an	_____			
28	and	_____	B		
29	angel	_____	64	baby	_____
30	angle	_____	65	back	_____
31	angry	_____	66	backward	_____
32	animal	_____	67	bacon	_____
33	another	_____	68	bad	_____
34	answer	_____	69	badge	_____
35	ant	_____	70	bag	_____
36	any	_____	71	bake	_____
37	anymore	_____	72	balance	_____

Cumulative Vocabulary Check List (cont.)

No.	WORDS- Understood and Used	CHECK Mo. Yr.	No.	WORDS- Understood and Used	CHECK Mo. Yr.
73	ball	_____	121	biscuit	_____
74	ballet	_____	122	bit	_____
75	balloon	_____	123	bite	_____
76	banana	_____	124	black	_____
77	band	_____	125	blanket	_____
78	bandage	_____	126	bless	_____
79	bang	_____	127	blind	_____
80	bank	_____	128	block	_____
81	barber	_____	129	blood	_____
82	bare	_____	130	blouse	_____
83	bark	_____	131	blow	_____
84	barn	_____	132	blue	_____
85	base	_____	133	board	_____
86	baseball	_____	134	boat	_____
87	basket	_____	135	body	_____
88	bat	_____	136	bone	_____
89	bath	_____	137	book	_____
90	bathroom	_____	138	boom	_____
91	be	_____	139	boot	_____
92	beach	_____	140	bore	_____
93	bead	_____	141	born	_____
94	bean	_____	142	both	_____
95	bear	_____	143	bottle	_____
96	beard	_____	144	bottom	_____
97	bee	_____	145	bought	_____
98	beep	_____	146	bounce	_____
99	bed	_____	147	bowl	_____
100	before	_____	148	bow-wow	_____
101	beg	_____	149	box	_____
102	begin	_____	150	boy	_____
103	behave	_____	151	brain	_____
104	behind	_____	152	brave	_____
105	bell	_____	153	bread	_____
106	belly	_____	154	break	_____
107	belt	_____	155	breakfast	_____
108	bend	_____	156	brick	_____
109	berry	_____	157	bridge	_____
110	bedside	_____	158	bright	_____
111	best	_____	159	bring	_____
112	between	_____	160	broad jump	_____
113	bet	_____	161	broke	_____
114	bicycle	_____	162	broom	_____
115	big	_____	163	brother	_____
116	bike	_____	164	brown	_____
117	bing	_____	165	brush	_____
118	binoculars	_____	166	bubble	_____
119	bird	_____	167	bucket	_____
120	birthday	_____	168	buckle	_____

Cumulative Vocabulary Check List (cont.)

No.	WORDS- Understood and Used	CHECK Mo. Yr.	No.	WORDS- Understood and Used	CHECK Mo. Yr.
169	bud	_____	216	castle	_____
170	bug	_____	217	cat	_____
171	build	_____	218	catch	_____
172	bulb	_____	219	caterpillar	_____
173	bull	_____	220	cattle	_____
174	bump	_____	221	ceiling	_____
175	bunny	_____	222	cent	_____
176	burn	_____	223	cereal	_____
177	bus	_____	224	chair	_____
178	bush	_____	225	chalk	_____
179	busy	_____	226	chase	_____
180	but	_____	227	cheese	_____
181	butter	_____	228	cherry	_____
182	butterfly	_____	229	chest	_____
183	button	_____	230	chicken	_____
184	buy	_____	231	chief	_____
185	buzz	_____	232	child	_____
186	bye-bye	_____	233	children	_____
187	_____	_____	234	chili	_____
188	_____	_____	235	chimney	_____
189	_____	_____	236	chin	_____
190	_____	_____	237	chip	_____
191	_____	_____	238	chocolate	_____
192	cabbage	_____	239	chop	_____
193	caboose	_____	240	Christmas	_____
194	cactus	_____	241	church	_____
195	cage	_____	242	circle	_____
196	cake	_____	243	circus	_____
197	calf	_____	244	clap	_____
198	call	_____	245	class	_____
199	camel	_____	246	clay	_____
200	camera	_____	247	clean	_____
201	camp	_____	248	click	_____
202	can	_____	249	cliff	_____
203	candle	_____	250	climb	_____
204	candy	_____	251	clock	_____
205	canine	_____	252	close	_____
206	cannot	_____	253	cloth	_____
207	cap	_____	254	clothes	_____
208	capsule	_____	255	clown	_____
209	captain	_____	256	clue	_____
210	car	_____	257	coach	_____
211	card	_____	258	coal	_____
212	care	_____	259	coat	_____
213	carpet	_____	260	cobweb	_____
214	carrot	_____	261	cocoa	_____
215	cash	_____	262	coconut	_____
			263	coffee	_____

Cumulative Vocabulary Check List (cont.)

No.	WORDS- Understood and Used	CHECK Mo. Yr.	NO.	WORDS- Understood and Used	CHECK Mo. Yr.
264	cold	_____	311	dare	_____
265	color	_____	312	dark	_____
266	comb	_____	313	date	_____
267	combine	_____	314	day	_____
268	come	_____	315	dead	_____
269	community	_____	316	deep	_____
270	cone	_____	317	deer	_____
271	confine	_____	318	define	_____
272	cook	_____	319	delicious	_____
273	cookie	_____	320	dell	_____
274	copy	_____	321	den	_____
275	corner	_____	322	dentist	_____
276	cost	_____	323	desk	_____
277	cot	_____	324	dev	_____
278	couch	_____	325	dial	_____
279	could	_____	326	diaper	_____
280	count	_____	327	dictionary	_____
281	court	_____	328	did	_____
282	cow	_____	329	different	_____
283	cowboy	_____	330	dig	_____
284	crack	_____	331	dime	_____
285	cracker	_____	332	dinner	_____
286	crayon	_____	333	dip	_____
287	cream	_____	334	direct	_____
288	creek	_____	335	direction	_____
289	crib	_____	336	dirt	_____
290	cross	_____	337	dishes	_____
291	crow	_____	338	ditch	_____
292	crown	_____	339	dive	_____
293	crumb	_____	340	do	_____
294	cry	_____	341	doctor	_____
295	cup	_____	342	does	_____
296	cupboard	_____	343	dog	_____
297	cupcake	_____	344	doll	_____
298	curl	_____	345	dollar	_____
299	curtain	_____	346	donkey	_____
300	curve	_____	347	do not	_____
301	cut	_____	348	door	_____
302	_____	_____	349	dough	_____
303	_____	_____	350	dot	_____
304	_____	_____	351	down	_____
305	_____	_____	352	downward	_____
306	_____	_____	353	drag	_____
307	_____	_____	354	dragon	_____
308	da-da	_____	355	draw	_____
309	daisy	_____	356	dream	_____
310	dance	_____	357	dress	_____
			358	drink	_____

Cumulative Vocabulary Check List (cont.)

No.	WORD- Understood and Used	CHECK No. Yr.	No.	WORD- Understood and Used	CHECK No. Yr.
455	flat		504		
456	flavor		505		
457	flea		506	gain	
458	flip		507	gal	
459	float		508	game	
460	floor		509	gang	
461	flop		510	garbage	
462	flower		511	garden	
463	fluff		512	garment	
464	fly		513	gas	
465	fold		514	gasoline	
466	follow		515	gate	
467	food		516	gave	
468	fool		517	gear	
469	foot		518	germ	
470	football		519	get	
471	for		520	ghost	
472	fork		521	giant	
473	form		522	gift	
474	forward		523	giggle	
475	found		524	giraffe	
476	fountain		525	girl	
477	four		526	give	
478	fox		527	glad	
479	frank		528	glass	
480	free		529	glasses	
481	freeze		530	globe	
482	french		531	glove	
483	fresh		532	glue	
484	friend		533	gnaw	
485	fright		534	go	
486	frog		535	goat	
487	from		536	goggles	
488	front		537	gold	
489	frown		538	gone	
490	fruit		539	good	
491	fudge		540	goodbye	
492	full		541	got	
493	fun		542	grab	
494	funnel		543	grape	
495	funny		544	grandma	
496	fur		545	grandpa	
497	furnace		546	grass	
498	furniture		547	gray	
499	fuss		548	green	
500	fuzz		549	grin	
501			550	grin	
502			551	ground	
503					

Cumulative Vocabulary Check List (cont.)

No.	WORD- Understood and Used	CHECK No. Yr.	No.	WORD- Understood and Used	CHECK No. Yr.
455	flat		504		
456	flavor		505		
457	flea		506	gain	
458	flip		507	gal	
459	float		508	game	
460	floor		509	gang	
461	flop		510	garbage	
462	flower		511	garden	
463	fluff		512	garment	
464	fly		513	gas	
465	fold		514	gasoline	
466	follow		515	gate	
467	food		516	gave	
468	fool		517	gear	
469	foot		518	germ	
470	football		519	get	
471	for		520	ghost	
472	fork		521	giant	
473	form		522	gift	
474	forward		523	giggle	
475	found		524	giraffe	
476	fountain		525	girl	
477	four		526	give	
478	fox		527	glad	
479	frank		528	glass	
480	free		529	glasses	
481	freeze		530	globe	
482	french		531	glove	
483	fresh		532	glue	
484	friend		533	gnaw	
485	fright		534	go	
486	frog		535	goat	
487	from		536	goggles	
488	front		537	gold	
489	frown		538	gone	
490	fruit		539	good	
491	fudge		540	goodbye	
492	full		541	got	
493	fun		542	grab	
494	funnel		543	grape	
495	funny		544	grandma	
496	fur		545	grandpa	
497	furnace		546	grass	
498	furniture		547	gray	
499	fuss		548	green	
500	fuzz		549	grin	
501			550	grin	
502			551	ground	
503					

Cumulative Vocabulary Check List (cont.)

No.	WORD- Understood and Used	CHECK Mo. Yr.	No.	WORD- Understood and Used	CHECK Mo. Yr.
552	group		599	hill	
553	grow		600	hippopotamus	
554	growl		601	his	
555	grunt		602	hit	
556	guess		603	hive	
557	gum		604	hog	
558	gun		605	hold	
559			606	hole	
560			607	holes	
561			608	home	
562			609	honey	
563			610	hook	
H 564	hair		611	hop	
565	half		612	hope	
566	hall		613	horn	
567	ham		614	horse	
568	hamburger		615	hospital	
569	hammer		616	hot	
570	hand		617	hot dog	
571	hang		618	hour	
572	happy		619	house	
573	hard		620	housework	
574	has		621	howl	
575	hat		622	huff	
576	hate		623	hug	
577	have		624	hump	
578	hay		625	hungry	
579	he		626	hunt	
580	head		627	hurry	
581	heal		628	hurt	
582	health		629	hush	
583	hear		630	hut	
584	heart		631	hydrant	
585	heat		630		
586	heavy		631		
587	hedge		632		
588	heel		633		
589	helicopter		634		
590	hello		635		
591	help		636		
592	hen		I 637	I	
593	her		638	ice	
594	here		639	ice-cream	
595	hi		640	idea	
596	hid		641	if	
597	hide		642	ill	
598	high		643	image	

Cumulative Vocabulary Check List (cont.)

No.	WORD- Understood and Used	CHECK	Mo. Yr.	No.	WORD- Understood and Used	CHECK	Mo. Yr.
644	imitates			690	kid		
645	impossible			691	kill		
646	in			692	kind		
647	inch			693	king		
648	infant			694	kiss		
649	inside			695	kit		
650	Indian			696	kitchen		
651	ink			697	kite		
652	insect			698	kitty		
653	inter			699	knee		
654	iron			700	knife		
655	is			701	knock		
656	it			702	know		
657	itch			703			
658				704			
659				705			
660				706			
661				707			
662				I.			
J				708	lace		
663	jacket			709	lad		
664	jail			710	lady		
665	jam			711	ladder		
666	jar			712	lake		
667	jaw			713	lamb		
668	jello			714	lamp		
669	jelly			715			
670	jerk			716	lands		
671	jet			717	lap		
672	job			718	large		
673	join			719	last		
674	joke			720	late		
675	joy			721	laugh		
676	juice			722	law		
677	jump			723	lawn		
678	jungle			724	lay		
679	junk			725	lazy		
680	just			726	leaf		
681				727	learn		
682				728	leather		
683				729	leave		
684				730	left		
685				731	leg		
K				732	lemon		
686	kangaroo			733	let		
687	keep			734	letter		
688	key			735	library		
689	kick			736	lick		

Cumulative Vocabulary Check List (cont.)

No.	WORD- Understood and Used	CHECK No. Yr.	No.	WORD- Understood and Used	CHECK No. Yr.
737	lid	_____	784	mask	_____
738	lie	_____	785	mat	_____
739	life	_____	786	may	_____
740	lift	_____	787	maybe	_____
741	light	_____	788	me	_____
742	lightning	_____	789	meal	_____
743	like	_____	790	mean	_____
744	line	_____	791	meat	_____
745	lion	_____	792	melt	_____
746	lip	_____	793	men	_____
747	list	_____	794	meow	_____
748	listen	_____	795	merry	_____
749	lit	_____	796	mess	_____
750	little	_____	797	metal	_____
751	live	_____	798	middle	_____
752	lock	_____	799	might	_____
753	locomotive	_____	800	milk	_____
754	log	_____	801	mine	_____
755	lollipops	_____	802	minute	_____
756	long	_____	803	mirror	_____
757	lose	_____	804	miss	_____
758	lost	_____	805	mister	_____
759	lot	_____	806	mitten	_____
760	loud	_____	807	mix	_____
761	love	_____	808	mommy	_____
762	low	_____	809	money	_____
763	lower	_____	810	monk	_____
764	lunch	_____	811	monkey	_____
765	luck	_____	812	monster	_____
766	_____	_____	813	month	_____
767	_____	_____	814	moo	_____
768	_____	_____	815	moon	_____
769	_____	_____	816	mop	_____
770	_____	_____	817	more	_____
771	_____	_____	818	morning	_____
772	machine	_____	819	most	_____
773	mad	_____	820	mother	_____
774	made	_____	821	motor	_____
775	mail	_____	822	motorcycle	_____
776	magic	_____	823	mountain	_____
777	make	_____	824	mouse	_____
778	mama	_____	825	mouth	_____
779	man	_____	826	move	_____
780	many	_____	827	movie	_____
781	map	_____	828	now	_____
782	marble	_____	829	much	_____
783	mark	_____	830	mud	_____
			831	muffin	_____

Cumulative Vocabulary Check List (cont.)

No.	WORDS- Understood and Used	CHECK Mo. Yr.	No.	WORDS- Understood and Used	CHECK Mo. Yr.
832	mug	_____	Q	878 obey	_____
833	mule	_____	879	ocean	_____
834	mumps	_____	880	odd	_____
835	muscle	_____	881	of	_____
836	music	_____	882	off	_____
837	must	_____	883	office	_____
838	my	_____	884	officer	_____
839	_____	_____	885	often	_____
840	_____	_____	886	okay	_____
841	_____	_____	887	oil	_____
842	_____	_____	888	old	_____
843	_____	_____	889	on	_____
N			890	one	_____
844	nail	_____	891	open	_____
845	name	_____	892	opposite	_____
846	nap	_____	893	oral	_____
847	napkin	_____	894	orange	_____
848	near	_____	895	order	_____
849	neat	_____	896	other	_____
850	neck	_____	897	ouch	_____
851	need	_____	898	our	_____
852	needle	_____	899	out	_____
853	neighbor	_____	900	outside	_____
854	nest	_____	901	outdoors	_____
855	net	_____	902	oven	_____
856	never	_____	903	over	_____
857	new	_____	904	owe	_____
858	next	_____	905	owl	_____
859	nice	_____	906	own	_____
860	night	_____	907	ox	_____
861	nine	_____	908	_____	_____
862	no	_____	909	_____	_____
863	noise	_____	910	_____	_____
864	noodle	_____	911	_____	_____
865	north	_____	912	_____	_____
866	nose	_____	P	913 pack	_____
867	not	_____	914	package	_____
868	nothing	_____	915	page	_____
869	now	_____	916	pail	_____
870	number	_____	917	paint	_____
871	nurse	_____	918	pair	_____
872	nut	_____	919	pajamas	_____
873	_____	_____	920	palm	_____
874	_____	_____	921	pan	_____
875	_____	_____	922	pancake	_____
876	_____	_____	923	pants	_____
877	_____	_____			

Cumulative Vocabulary Check List (cont.)

No.	WORDS- Understood and Used	CHECK Mo. Yr.	No.	WORDS- Understood and Used	CHECK Mo. Yr.
924	papa		974	pity	
925	paper		975	place	
926	parachute		976	plan	
927	parade		977	plane	
928	park		978	plant	
929	parrot		979	plastic	
930	part		980	plate	
931	pass		981	play	
932	pat		982	please	
933	pat-a-cake		983	pledge	
934	path		984	plenty	
935	pavement		985	plop	
936	paw		986	plow	
937	pay		987	plum	
938	peace		988	pocket	
939	peach		989	poem	
940	peal		990	point	
941	peanut-butter		991	poison	
942	pear		992	pole	
943	pebble		993	police	
944	peck		994	pond	
945	peddle		995	pony	
946	peek		996	pool	
947	peek-a-boo		997	poor	
948	peck		998	pop	
949	peep		999	porch	
950	peg		1000	post	
951	pen		1001	pot	
952	pencil		1002	potato	
953	penny		1003	pour	
954	people		1004	practice	
955	pepper		1005	present	
956	person		1006	pretty	
957	pet		1007	princess	
958	phone		1008	print	
959	piano		1009	problem	
960	pick		1010	prune	
961	picnic		1011	puff	
962	picture		1012	pull	
963	pie		1013	pump	
964	pig		1014	pumpkin	
965	pigeon		1015	punch	
966	pill		1016	punish	
967	pillow		1017	pup	
968	pin		1018	puppet	
969	pinch		1019	puppy	
970	pineapple		1020	purple	
971	pink		1021	purse	
972	pipe		1022	push	
973	pitcher		1023	put	

Cumulative Vocabulary Check List (cont.)

No.	WORDS- Understood and Used	CHECK Mo. Yr.	No.	WORDS- Understood and Used	CHECK Mo. Yr.
1024	puzzle	_____	1072	resist	_____
1025	_____	_____	1073	respond	_____
1026	_____	_____	1074	rest	_____
1027	_____	_____	1075	reward	_____
1028	_____	_____	1076	rhinoceros	_____
1029	_____	_____	1077	ribbon	_____
1030	_____	_____	1078	rice	_____
Q	_____	_____	1079	rich	_____
	1031 quack	_____	1080	ride	_____
	1032 quart	_____	1081	rifle	_____
	1033 quarter	_____	1082	right	_____
	1034 queen	_____	1083	ring	_____
	1035 question	_____	1084	rip	_____
	1036 quick	_____	1085	ripe	_____
	1037 quiet	_____	1086	river	_____
	1038 quilt	_____	1087	road	_____
	1039 quit	_____	1088	roar	_____
R	1040 _____	_____	1089	robber	_____
	1041 _____	_____	1090	robin	_____
	1042 _____	_____	1091	rock	_____
	1043 _____	_____	1092	rocket	_____
	1044 _____	_____	1093	roll	_____
	_____	_____	1094	roof	_____
	1045 rabbit	_____	1095	rooster	_____
	1046 race	_____	1096	root	_____
	1047 rack	_____	1097	rope	_____
	1048 raccoon	_____	1098	rose	_____
	1049 radio	_____	1099	rough	_____
	1050 rag	_____	1100	round	_____
	1051 rail	_____	1101	row	_____
	1052 rain	_____	1102	rub	_____
	1053 raincoat	_____	1103	rubber	_____
	1054 raisin	_____	1104	rug	_____
	1055 ranch	_____	1105	rule	_____
	1056 rat	_____	1106	run	_____
	1057 rattle	_____	1107	rush	_____
	1058 ray	_____	1108	_____	_____
	1059 reach	_____	1109	_____	_____
	1060 read	_____	1110	_____	_____
	1061 recognize	_____	1111	_____	_____
	1062 record	_____	1112	_____	_____
	1063 rectangle	_____	1113	_____	_____
	1064 red	_____	S	1114 sack	_____
	1065 reel	_____		1115 sad	_____
	1066 refuse	_____		1116 saddle	_____
	1067 reindeer	_____		1117 safe	_____
	1068 relax	_____		1118 sag	_____
	1069 remember	_____		1119 said	_____
	1070 remove	_____		1120 sail	_____
	1071 report	_____		_____	_____

Cumulative Vocabulary Check List (cont.).

No.	WORDS- Understood and Used	CHECK Mo. Yr.	No.	WORDS- Understood and Used	CHECK Mo. Yr.
1121	salad	_____	1171	shout	_____
1122	salt	_____	1172	show	_____
1123	same	_____	1173	shower	_____
1124	sample	_____	1174	shut	_____
1125	sand	_____	1175	shy	_____
1126	sandwich	_____	1176	sick	_____
1127	Santa Claus	_____	1177	side	_____
1128	sat	_____	1178	sidewalk	_____
1129	satisfied	_____	1179	sift	_____
1130	save	_____	1180	sign	_____
1131	saw	_____	1181	signal	_____
1132	say	_____	1182	sill	_____
1133	scent	_____	1183	silly	_____
1134	school	_____	1184	simple	_____
1135	scissors	_____	1185	sing	_____
1136	scooter	_____	1186	sip	_____
1137	scraps	_____	1187	sister	_____
1138	scratch	_____	1188	sit	_____
1139	screen	_____	1189	six	_____
1140	screw	_____	1190	size	_____
1141	scrub	_____	1191	skate	_____
1142	seal	_____	1192	ski	_____
1143	seat	_____	1193	skill	_____
1144	second	_____	1194	skin	_____
1145	secret	_____	1195	skirt	_____
1146	see	_____	1196	sky	_____
1147	seed	_____	1197	slam	_____
1148	seek	_____	1198	slant	_____
1149	see-saw	_____	1199	slap	_____
1150	self	_____	1200	sled	_____
1151	sell	_____	1201	sleep	_____
1152	send	_____	1202	slid	_____
1153	separate	_____	1203	slide	_____
1154	set	_____	1204	slip	_____
1155	seven	_____	1205	slit	_____
1156	sew	_____	1206	slow	_____
1157	shade	_____	1207	small	_____
1158	shake	_____	1208	smash	_____
1159	shame	_____	1209	smell	_____
1160	shape	_____	1210	smile	_____
1161	shave	_____	1211	smoke	_____
1162	she	_____	1212	smooth	_____
1163	shell	_____	1213	snake	_____
1164	shine	_____	1214	snap	_____
1165	ship	_____	1215	sneeze	_____
1166	shirt	_____	1216	sniff	_____
1167	shoe	_____	1217	snow	_____
1168	shoot	_____	1218	so	_____
1169	short	_____	1219	soap	_____
1170	shoulder	_____	1220	sock	_____

Cumulative Vocabulary Check List (cont.)

No.	WORDS- Understood and Used	CHECK Mo. Yr.	No.	WORDS- Understood and Used	CHECK Mo. Yr.
1221	socks	_____	1270	stomach	_____
1222	soda	_____	1271	stone	_____
1223	soft	_____	1272	stoop	_____
1224	sold	_____	1273	stop	_____
1225	soldier	_____	1274	store	_____
1226	solve	_____	1275	storm	_____
1227	some	_____	1276	story	_____
1228	someone	_____	1277	stove	_____
1229	something	_____	1278	straight	_____
1230	somewhere	_____	1279	strangers	_____
1231	song	_____	1280	strap	_____
1232	soon	_____	1281	strawberry	_____
1233	sound	_____	1282	street	_____
1234	soup	_____	1283	stretch	_____
1235	south	_____	1284	strike	_____
1236	space	_____	1285	string	_____
1237	spat	_____	1286	strong	_____
1238	speak	_____	1287	study	_____
1239	special	_____	1288	stuff	_____
1240	speed	_____	1289	stump	_____
1241	spell	_____	1290	stunt	_____
1242	spider	_____	1291	stupid	_____
1243	spill	_____	1292	submarine	_____
1244	spin	_____	1293	submerge	_____
1245	spit	_____	1294	suck	_____
1246	splash	_____	1295	sucker	_____
1247	spoil	_____	1296	suffer	_____
1248	sponge	_____	1297	sugar	_____
1249	spool	_____	1298	suit	_____
1250	spoon	_____	1299	sulky	_____
1251	spot	_____	1300	summer	_____
1252	spout	_____	1301	sun	_____
1253	square	_____	1302	super	_____
1254	squeals	_____	1303	supervision	_____
1255	squeeze	_____	1304	sure	_____
1256	squint	_____	1305	surprise	_____
1257	stack	_____	1306	swallow	_____
1258	stare	_____	1307	sway	_____
1259	stamp	_____	1308	sweater	_____
1260	stand	_____	1309	sweet	_____
1261	star	_____	1310	sweep	_____
1262	stay	_____	1311	swim	_____
1263	steam	_____	1312	swing	_____
1264	step	_____	1313	_____	_____
1265	stick	_____	1314	_____	_____
1266	stiff	_____	1315	_____	_____
1267	still	_____	1316	_____	_____
1268	sting	_____	1317	_____	_____
1269	stink	_____			

Cumulative Vocabulary Check List (cont.)

No.	WORDS- Understood and Used	CHECK Mo. Yr.	No.	WORDS Understood and Used	CHECK Mo. Yr.
1318	table		1367	tire	
1319	tack		1368	tired	
1320	tag		1369	to	
1321	tail		1370	toad	
1322	take		1371	today	
1323	talk		1372	toe	
1324	tall		1373	together	
1325	tame		1374	tomato	
1326	tantrum		1375	tomorrow	
1327	tape		1376	tone	
1328	taste		1377	tongue	
1329	tea		1378	too	
1330	teach		1379	took	
1331	teacher		1380	tooth	
1332	tear		1381	top	
1333	telephone		1382	toss	
1334	television		1383	touch	
1335	tell		1384	toward	
1336	temperature		1385	towel	
1337	ten		1386	tower	
1338	tent		1387	town	
1339	test		1388	toy	
1340	thanks		1389	trace	
1341	thank you		1390	train	
1342	that		1391	transfer	
1343	then		1392	trap	
1344	there		1393	travel	
1345	thick		1394	free	
1346	thin		1395	triangle	
1347	thing		1396	trick	
1348	think		1397	tricycle	
1349	this		1398	trike	
1350	thread		1399	trim	
1351	three		1400	trip	
1352	through		1401	trot	
1353	throw		1402	truck	
1354	thumb		1403	try	
1355	tick		1404	tub	
1356	tickle		1405	tuck	
1357	tick-tock		1406	tug	
1358	tie		1407	tumble	
1359	tiger		1408	tune	
1360	tight		1409	turkey	
1361	till		1410	turn	
1362	time		1411	turtle	
1363	timid		1412	tweezers	
1364	tin		1413	twig	
1365	tip		1414	twins	
1366	tip-toe		1415	twist	
			1416	twig	

Cumulative Vocabulary Check List (cont.)

No.	WORDS Understood and Used	CHECK Mo. Yr.	No.	WORDS Understood and Used	CHECK Mo. Yr.
1417	twins	_____	1469	walk	_____
1418	twist	_____	1470	wall	_____
1419	two	_____	1471	walrus	_____
1420	type	_____	1472	want	_____
1421	_____	_____	1473	war	_____
1422	_____	_____	1474	warm	_____
1423	_____	_____	1475	warn	_____
1424	_____	_____	1476	wash	_____
1425	_____	_____	1477	wasp	_____
U			1478	waste	_____
1426	ugly	_____	1479	water	_____
1427	umbrella	_____	1480	wave	_____
1428	uncle	_____	1481	wax	_____
1429	under	_____	1482	way	_____
1430	understood	_____	1483	weak	_____
1431	until	_____	1484	wear	_____
1432	up	_____	1485	web	_____
1433	upon	_____	1486	weed	_____
1434	upper	_____	1487	week	_____
1435	upward	_____	1488	weigh	_____
1436	urge	_____	1489	welcome	_____
1437	us	_____	1490	well	_____
1438	use	_____	1491	went	_____
V			1492	wet	_____
1444	vacation	_____	1493	whale	_____
1445	valentine	_____	1494	what	_____
1446	valley	_____	1495	wheel	_____
1447	value	_____	1496	when	_____
1448	van	_____	1497	which	_____
1449	vanilla	_____	1498	whine	_____
1450	vegetable	_____	1499	whip	_____
1451	very	_____	1500	whirl	_____
1452	vest	_____	1501	whisker	_____
1453	view	_____	1502	whistle	_____
1454	village	_____	1503	white	_____
1455	vine	_____	1504	whole	_____
1456	visit	_____	1505	why	_____
1457	voice	_____	1506	wide	_____
1458	volcano	_____	1507	wiener	_____
1459	_____	_____	1508	wild	_____
1460	_____	_____	1509	will	_____
1461	_____	_____	1510	win	_____
1462	_____	_____	1511	wind	_____
1463	_____	_____	1512	wine	_____
W			1513	windmill	_____
1464	wade	_____	1514	window	_____
1465	wagon	_____	1515	wing	_____
1466	waist	_____	1516	wink	_____
1467	wait	_____	1517	wipe	_____
1468	wake	_____	1518	wish	_____

Cumulative Vocabulary Check List (cont.)

No.	WORDS Understood and Used	CHECK Mo. Yr.	No.	WORDS Understood and Used	CHECK Mo. Yr.
1519	witch	_____	1564	zoo	_____
1520	woman	_____	1565	_____	_____
1521	won't	_____	1566	_____	_____
1522	wood	_____	1567	_____	_____
1523	woof	_____	1568	_____	_____
1524	wool	_____	1569	_____	_____
1525	word	_____			
1526	work	_____			
1527	world	_____			
1528	would	_____			
1529	write	_____			
1530	wrong	_____			
1531	_____	_____			
1532	_____	_____			
1533	_____	_____			
1534	_____	_____			
1535	_____	_____			
1536	_____	_____			
X					
1537	_____	_____			
1538	_____	_____			
1539	_____	_____			
1540	_____	_____			
1541	_____	_____			
Y					
1542	yard	_____			
1543	yarn	_____			
1544	yawn	_____			
1545	year	_____			
1546	yell	_____			
1547	yellow	_____			
1548	yes	_____			
1549	yet	_____			
1550	young	_____			
1551	you	_____			
1552	your	_____			
1553	yoyo	_____			
1554	_____	_____			
1555	_____	_____			
1556	_____	_____			
1557	_____	_____			
1558	_____	_____			
Z					
1559	zebra	_____			
1560	zero	_____			
1561	zig-zag.	_____			
1562	zip	_____			
1563	zipper	_____			

section VIII

APPENDICES

- A. EVERYTHING ABOUT THE MOTHER
- B. CREATING A LEARNING SITUATION
- C. THE GIFT OF SPEECH
- D. RECOMMENDED READING FOR PARENTS
- E. GLOSSARY

A. EVERYTHING ABOUT THE MOTHER

The goal for parents should be the best overall development of their children, not just the development of intellectual skills. Cynthia Lang's emphases on early childhood education in the article "The Crucial Years for Learning: Findings of Harvard's Pre-School Project" tells parents to concentrate on enriching each child's daily experiences through specific tasks and games, giving him things to touch, to handle, to play with, to build, to paint and most of all talk to the children. There's the basic reason a child can think more exactly when he masters language.

Lang finds researchers are trying to pinpoint the factors that determine whether or not children will learn well. Some of them are already known - whether or not the parents are interested in how the child learns is one of the biggest. And language is strongly related to other conceptual kinds of learning. A child's anxiety about problems in his family also affects how he learns.

Researchers have observed that there is little difference in development among children during their first year of life, but during the early part of the second year, two important things happen, a child starts to walk and he starts to talk.

Suddenly, children bring out all kinds of different reactions from their parents. How a mother responds to him verbally at this time probably has crucial implications for the

way in which his patterns of speech develop. And so, probably, does her reaction to new ability to move about. To state the extremes of what her response may be, she can on the one hand put all things that are fragile out of his reach or baby-proof the house by keeping him penned up.

Arlene Van Breems agrees with Lang in her articles in the Los Angeles Times, "Speakers Tell How a Parent May Produce A Gifted Child." If a parent is determined to produce a gifted child there are at least two ways to achieve this goal. It is theorized that such a parent should teach his child to read at the age of two or earlier. Another theory suggests a certain style of mothering will produce a competent or gifted child.

If we look at the lives of the great leaders of western civilization we will find that they had intensive mental stimulation early in life. A child who learns to read between the ages of 2 and 4 experiences a change in his central nervous system and this change can be built upon with later learning experiences.

In a study by Harvard's Pre-School Project, researchers isolated five different types of mothers which they nicknamed super mother, almost mother, zoo mother, overwhelmed mother, and smothering mother.

First there is the super mother, the kind of mother who provides the children with an environment excellently suited to learning, offering him lots of experiences which teach him

various things about the world. She values achievement of knowledge and rewards it. She is not so wrapped up in her child's progress, however, that she can't enjoy him at the moment. She likes him as he is at every stage of development.

Then there is the almost mother. She is like the super mother, but with some differences: she has trouble meeting her child's needs and understanding what he wants when he reaches the toddler stage. She initiates "teaching experiences" with him somewhat less often than the super mother, either because she hasn't the time and interest or doesn't know how.

A third type is the overwhelmed mother. She is quite different from the first two. This kind of woman is likely to have many children and as a consequence her homelife is disorganized and she suffers from a general inability to meet successfully the demands on her time and energy. She tends to ignore her young child; she doesn't play games with him or try to teach him words. Sometimes she enjoys being with him, but her understanding of his needs is slight.

The fourth kind of mother was classified by the researchers as the zoo keeper. Unlike the overwhelmed mother, she is extremely organized. Her child is kept in his crib or playpen for scheduled parts of the day and even when he is turned loose, she spends almost no time spontaneously playing with him or teaching him in the natural way many mothers do. She is not mean or punishing, but she doesn't seem very much

interested in babies. She prefers the company of adults and seems to be marking time until her child grows up enough to be interesting to her.

The fifth type is the smothering mother. She is so anxious to respond to her child's needs that she rarely waits for clues from him. She involves him constantly in tutorial activities, usually planned rather than spontaneous. She begins their games together rather than joining the child at play. He rarely has time or opportunity to learn anything on his own, for it is she who sets the tone and the time of his activities.

The super mother anticipates her child's actions and doesn't seem to keep a record of the child's past sins. Also, the verbal communication between this type of mother and her child is a very intricate one. She is very careful to delineate between her inner state of mind and reality. For example, she will say, "Don't climb on the back of the chair because I think you will fall" rather than "Don't climb on the back of the chair because you will fall."

A super mother will elaborate a great deal more than other mothers when communicating with her child. Instead of telling a child to shut up she will tell him why he can't make so much noise.

All five types of mothers were raising happy children, so they were all adequate mothers - but the super mothers were raising competent children. Mothers are the most

important influence on their children, the single most important environmental factor. Mothers of poorly developed children are often restrictive and unsure of their role as mothers, whereas confident, competent mothers who accept their role and enjoy and approve of their children seem to produce well developed children. The quantity of the interaction with the mother does not seem as significant as the quality.

Young children tend to touch base with their mothers every 10 minutes or so and the way a mother handles this base-touching determines what kind of mother she is. Super mothers as a group seem to feel that life is filled with thousands of experiences - they want to expose their children to as many experiences as possible and are not at all concerned with what 'grade' the child got.

These mothers set very few limits for their children, but these limits were strictly enforced. Their houses were child-proof so they didn't waste time with telling their children not to touch ash trays and such.

Every home is an educational institution of sorts, and every mother is the best kind of teacher. The mother is the principal source of information and interpretation to the school child.

Early infancy is a time of extremely rapid intellectual and physical growth; it is a period when primary emotional relationships are established; and it is the time when most mothers from all cultural backgrounds hold the highest expectations for their children. It is believed that it is.

possible to capitalize on the mother's hope, faith, and interest during that first year by teaching her ways to "play" with her baby that will recognize and stimulate his intellectual growth. The idea is to help the mother become aware of the baby's development so that she can understand it, appreciate it, and not demand too much or too little.

The following are suggestions of how you as a mother can be successful. As a result you and your child will benefit greatly. Your cooperation and interest is very much appreciated.

1. Participate in all learning sessions. Your child will build confidence in himself if he sees you interested in what he does.
2. Encourage your child to have a positive attitude.
3. Always praise and encourage your child's performance during and after his learning sessions.
4. Feel free to give information about your child and his activities.
5. Help your child's progress by providing educational experiences (i.e., trips to stores, parks, etc.).
6. Try to keep noise level down and interferences at a minimum so as not to disrupt or distract learning sessions.
7. Practice activities with your child after each learning session.
8. Feel free to give any suggestions or ideas you may have concerning your child (i.e., activities, development, tutor's actions).

B. . CREATING A LEARNING SITUATION

There are many mysteries in the world, but one of the most heartwarming is the way a baby learns to walk. Each time a baby takes his first independent steps, the sight is a joy to both parents and baby. What makes the whole process so delightful is that baby learned his new feat entirely on his own. There is no way the mother can describe to him what to do. Later she might be able to help him learn to ride a bike by describing how to turn the handlebars back when the bike starts to fall one way, and so on, but not so with walking. All any adult can do is praise the baby, hold his arms for his hundreds of trial runs, and have patience enough for both of them.

Patience is a key word as baby grows up, for it reflects a parental attitude. Walking is only one of the many things a baby learns on his own. He also learns how to feel and he establishes his personality. His parents don't sit down and have "personality lessons" with him, but he picks up and learns their ways. If the family is helpful, calm, and patient during the many rehearsals for walking, the baby will have fun and will learn easily and fairly soon. He learns so well in fact, that by 18 months some parents are wondering why they helped so much.

Another miracle baby accomplishes himself is learning to talk. He starts out by gurgling and babbling. A baby can and does make every sound there is in every language, but gradually

eliminates the ones he doesn't hear used. This is how we learn the language our parents speak. As in walking, Mom and others can only provide a model, encouragement, and patience. Actually this is a big order, for the amounts of each can make the critical difference between later success or failure in school and in life. A parent who talks with (not just to) his child, who answers his questions, who poses questions, who gives all the verbal stimulation he can, will be coming as close as he can to "teaching" his baby to talk. Ghetto children often lack this stimulation and as a consequence have language problems which affect their learning. Unfortunately, the problems ghetto children have are being seen more and more in middle class families. This is because children spend more and more time in front of the T.V. Television gives only a second-hand view of life. A child needs to feel, do, and see things first hand. The child can't practice his speech with the television. He can't communicate with it. All he can do is sit and be talked to hour after hour. Mothers are the first and best teacher a child will ever have. A television can never replace a mother, and if she thinks it can she is cheating herself and her child.

When a baby learns to walk his parents have little to do. When he learns to talk they have quite a bit more to do. When he learns to solve problems and think creatively, parents and teachers play a large part. Attitude again plays an important role in how a child will develop his problem solving abilities. If he goes about it in a negative way, a fussy

way, or a sloppy way, we cannot blame the child. The child gets his example from his mother or teacher, especially when he is very young. As patterns and attitudes are set, they become harder and harder to change. Never was there a more useless statement as, "Do as I say, not as I do." Children do as you do, act as you act, and feel as you feel.

As far as parent's or teacher's role in teaching goes, she will try to set a good example, and second, she will give the child the opportunity to explore and reach his own potential. Whether she believes each baby is born with set capabilities, or that all babies are born with more or less equal potential is irrelevant. In either case she will try to provide the training and environment that will bring out the best in each child. The task of an adult who loves the child is to encourage, to provide opportunities for learning, to permit him to learn by himself. She does not impose learning on the child, but stimulates him to learn for himself. She sets up an environment that has equipment and materials which allow for testing, trial and error, observation, exploration, and discovery. Children have to have freedom to try alternatives in finding solutions. Knowledge that comes through discovery on one's own is firmly fixed. Facts given by someone else to learn by rote are only superficial. The goal of education should not be insisting on right answers, but in teaching a child how to frame the right question. It is not teaching rules, but encouraging the child's ability to develop workable rules from every experience. The child needs to know less

9

facts and more learning how to learn and how to transfer lessons of familiar experience to unfamiliar ones. A good teacher knows just how much help to give when a problem is encountered. She gives just enough praise and plenty of flexibility. A poor teacher commands, gives all the directions, and doesn't take individual differences and feelings into consideration.

"This all sounds wonderful in theory," you will say, but the question arises, "Where and how can I find a teacher and preschool or class like this? What are the signs of a good preschool (or home, even)?" Here are a few ideas for starters:

- a) There should be many activities going on at once with children following their interest from one to another. The environment is adaptable to surprise, spontaneous change, and stimulating rearrangement.
- b) A warm buzz of voices and laughter fill the room. It is neither quiet nor noisy.
- c) There are real things around for the children to play with -- real sinks and water, real animals, real clothes for dress-up, real books.
- d) There are no more than 7 children per aide or teacher. The aide provides warmth, acceptance, and direction in doses to fit each child's needs. The aide should blend into the activity, never imposing or domineering, but taking her cues from the children.
- e) There is large equipment for climbing, jumping, and running.
- f) Activities are designed for everyone. There is no labeling. There are no special toys for "smart" or "slow" children. Boys and girls share the same equipment indiscriminately.

Be sure to see for yourself how the school is run. Don't accept a speech on the school's philosophy. See for yourself.

what action there is. Finally, as a parent don't fool yourself with your own ideas. Do you say one thing and do another? Step back and look at your own "school." We should all stop once in a while and make sure we're "doing as we say."

C. THE GIFT OF SPEECH

The ability to speak sets man apart from all other animals. Scientists are trying to prove that dolphins and chimpanzees "speak." This is an exciting proposal, but not nearly as exciting as a baby's process of learning to talk. The baby's first word is cause for much celebration and telephone calls to grandma and grandpa. Of course, when it's time to drop his new "pearl" of achievement into the phone receiver, he never does, proving that baby will talk when he wants to or needs to.

Speech is a complex form of communication, but it is not the only form of communication. A baby communicates his first day of life with his cries. He tells us he is hungry, uncomfortable, bored, tired, lonesome, or angry. As time passes each mother learns to interpret her baby's cry. She no longer has to try the process of elimination to find out what the baby wants. She knows exactly from his cry. The opposite of a baby's crying is his cooing. Every young baby cries when he awakens because it is a frightening experience which requires reassurance that mama is nearby. As the baby gets older, he no longer cries upon awakening, because he has learned that there is nothing to be afraid of.. Mom knows he is awake when she hears him cooing to himself. The baby has already learned to use his voice to communicate his feelings. He coos when he is happy. He gets a sense of achievement and pleasure out of hearing himself. Parents notice that he "invents" new

sounds and plays with them as he would play with a new toy.

Gradually the cooing becomes babbling. Around five months a baby begins to repeat the series of vowels and consonants he has mastered thus far. He falls upon combinations and makes syllables such as dada or mama. This "pretend" language continues in this or a more advanced form after the baby has begun to say and use real words. Babbling is an important stage of learning, and should be encouraged for several reasons. First, it provides necessary exercise and control of the entire speech apparatus. Studies show that children who have sloppy speech and poor articulation have weak facial muscles. Second, babbling provides important social interaction between the baby and another person. He finds "communication" brings rewarding interaction, especially when the other person responds after the baby as though he had really said something. The more you respond, the more your baby will babble. He might not understand what you say, but the more you interact now, the sooner he will understand and respond back. A helpful parent will also repeat sounds the baby makes. In this way he learns to enjoy imitating, and he will be more willing later on to comply when you urge, "Say _____."

Early sounds are random. They gain meaning when associated over and over with the same results. If a baby happens to utter "ma" when his mother is near, she will rush over to him in delight that he now recognizes her. It was just coincidence, of course, but if it happens often enough the baby will conclude that "ma" gets attention or help. He now has his first

word. The same process is repeated for each new word he learns. From his random babbling of many sounds (far more than any one language uses) he narrows his sounds down to ones that get results or ones he hears others using. This selectivity starts around seven months. He pays more attention to the sounds others make and tries to imitate them. With practice his sounds get closer to what he hears. At this stage praise is very important. It will encourage accuracy and speech in general. It is also important that the model you provide be slow, clear and frequent. For you to use baby talk is not a good idea, since the baby repeats what he hears. You will only be encouraging poor speech patterns which are hard to break later on and which even require special therapy.

Usually somewhere between the ages of eight and fifteen months a child will have said his first "real" word. The exact age this happens is not necessarily an indication of intelligence, but rather the amount of "practice" he has been getting from adults. The more time and attention an adult gives the child, the sooner his chances are for talking. Where intelligence doesn't necessarily affect how soon a child speaks, how soon and how much a child speaks may influence his intelligence. This is why speaking to a child and allowing him to practice his speech is so vital. Speech is the foundation of all thought and concept development.

From the first word on, the stages which speech passes through are very predictable. Until about two years of age the one word stage is predominant. The words are usually nouns

which relate to the child's needs or interests. A baby who has swimming lessons might say the word "kick" where a baby who has visited a farm might say "tractor." Until a baby learns to distinguish finer detail and classification, one word might be a catch-all. "Mama" is usually used for all women, or "cookie" for all treats. Gradually he begins to add other classes of words such as "go," "bye-bye," "no," "pretty," and "hot." By this time he is as aware of tone and pitch as he is of words. He understands what you say by the inflexation of your voice as much, if not more, as by the words. When you say "that's a good boy", you have a certain rythm and tone. You could say "that's a bad boy" in the same tone as your compliment and he probably would react as he does to praise. The toddler gets along surprisingly well by combining his words and tone. One word such as "no" or "hot" can be an exclamation, a question, a statement, or a warning command.

An interesting side note is that children perceive words in the context they are used. If they always hear "come here" used as a phrase, in their minds it is one word. The same goes for other words commonly used together such as "thank you" or even "Sesame Street." Parents can easily understand this if they will think back to a high school language class. How long did you go thinking "por favor" or "s'il vous plait" were one word until you saw the phrases written?

Vocabulary increases at a rapid pace. From 18 to 24 months a child can gain 200 words, and the number keeps increasing. By 30 months of age, it is hoped most children

would know at least 400 words. Thirty months is an interesting and often amusing stage. Now children begin to incorporate certain concepts of grammar in their speech. They pick this all up by observation and using rules on their own. Unfortunately, English is a language of exceptions, so the outcome is sometimes right in logic but wrong in practice. Take for example the child who hears "somebody," "nobody," and "everybody." He feels perfectly justified in using the word "lotsabody." Children are often concerned about sources and origins. Robert asks his dad, "Where do they make socks?" His father replies, "In a sock factory." They go through the same process for cars, beds, etc. A couple of days later Robert asks his father what a "satisfactory" is. Dad can't figure it out, until Robert says, "You know, like they make in a satis-factory." Past tenses and plurals pose problems, too. That's how we hear things like rats and mouses or painted, drawed and writed. Everyone can think of some similar anecdote from his child's or his own past.

In his own way each child passes from cooing to one-word sentences. Then come the economical two and three word sentences such as "go bye-bye" and "see doggie." Gradually more prepositions, articles, pronouns, and verbs are used until finally we see whole and correct sentences emerging.

How fast complete sentences develop and how extensive the vocabulary is depends largely on the speech around the child. Your style of conversation is the most practical and important way you can help your child's development of speech. Your conversation should be interesting, relaxed, and varied.

Encourage the child to ask about new words he hears. When he does, give him an explanation on his level and then try to repeat the word in different sentences. When it is familiar, encourage your child to use it. The way you help correct your child's speech is also very important. It does absolutely no good to reprimand the child for less than perfect speech. In fact, it will only discourage him and make him look upon speech as an unpleasant experience. If your model is correct and repeated often, his speech will become clearer with practice. When pronouncing words, a small child usually thinks he is repeating exactly what you said. If you say "doggie" and he repeats "dawa" to him they sound just the same. To insist on his saying "doggie" exactly as you do will only frustrate him. The best thing to do is simply to repeat in a casual way. The same method can be used for incomplete or incorrect sentences:

Example: Mother, "See the doggie?"

Baby, "Dawa."

Mother, "Yes, you see the doggie. This doggie is big and black. Your doggie is brown."

or

Child, "My feets are cold."

Mother, "I see your feet are wet. Your feet have been in puddles and now your feet are cold. Dry off your feet and get some clean socks."

Space should be reserved for stressing the importance of reading, songs, and rhymes in a pre-schooler's language development. All three activities have a double purpose. There

is the entertainment and learning value and then the language value. This type of activity can be started as early as four months with "This little piggy" and other rhymes. By one year children enjoy sitting with an adult looking at pictures together and talking about them. These activities help immeasurably in language development. A 1969 U.S. Department of Health, Education and Welfare survey disclosed that 79% of first grade "high achievers" had one thing in common, regardless of social or economic background -- all had been read to massively during the pre-school years.

Although the process of learning speech must be ultimately done by the child, the parents can play a crucial role. That role continues long into the adolescent years, as the parents continue to be resources for new words and explanations, and as always are there to provide a willing and attentive ear.

D. RECOMMENDED READING FOR PARENTS

- Arnold, Arnold, Teaching Your Child to Learn. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1971. \$6.95
- Beck, Joan, How to Raise a Brighter Child. New York, New York: Trident Press, 1967. \$5.95
- Becker, Wesley C., Parents are Teachers. Champlain, Illinois: Research Press Company, 1971. \$4.95
- Dodson, Dr. Fitzhugh, How to Parent. New York, New York: Signet, 1971. \$1.25
- Dobson, Dr. James, Dare to Discipline. Wheaton, Illinois: Tyndale House Publishers, 1972. \$1.95
- Gattegno, Caleb, What We Owe Children. New York: E.P. Dutton & Company, 1972. \$4.95
- Ginott, Dr. Haim G., Between Parent and Child. New York: Avon Books, 1971. \$1.25
- Gordon, Ira J., Baby Learning Through Baby Play. New York: St. Martin's Press, 1970. \$5.95
- Gordon, Ira J. and Laflly, Ronald J., Infants and Toddlers. The Institute for the Development of Human Resources, College of Education, University of Florida, Gainesville, Florida, 1969. \$3.50
- Gordon, Dr. Thomas, Parent Effectiveness Training. New York: Peter H. Wyden, Inc. 1970. \$6.95
- Painter, Dr. Genevieve, Teach Your Baby. New York: Simon and Shuster, 1971. \$6.95
- Salk, Dr. Lee, What Every Child Would Like His Parents to Know. New York: David McKay, 1972. \$6.95
- Sharp, Evelyn, Thinking is Child's Play. New York: E.P. Dutton & Company, Inc., 1969. \$4.95
- Wiles, Kimbal, Editor, Helping Young Children Learn. Columbus, Ohio: Charles E. Merrill Publishing Co., 1966. \$3.95

E. GLOSSARY

Audio-visual. Seen and heard at the same time. Television and movies are audio-visual. Enjoying looking at a painting is not. A painting is just visual. A record is just audio.

Category. A general class or group of things which logically go together. Bicycle riding can go into a category of "sport" or "exercise" for example.

Concept. An idea or a thought. The way someone sees and understands something. Your idea or "concept" of fun might be different from mine.

Consecutive. Following one right after the other. Monday, Tuesday and Wednesday are "consecutive" days. Five and seven are not "consecutive" numbers, but five and six are.

Coordination. Moving or putting together smoothly. Coordination of muscles takes control and practice.

Development. The process of growth or bringing to a certain result. Gradual changes in the state of something.

Environment. The surroundings or conditions which influence or have effect on a person. Environment is both physical and mental. Attitudes and feelings of others are part of our environment.

Evaluate. To see what the condition of something or someone is. Your boss can "evaluate" your work to see if you deserve a raise, or you can "evaluate" a car before you buy it to see if it's worth the money.

Gross movement. Gross means big or bulky or broad. Gross movement is large movements such as jumping or swinging your arms. This is the opposite of delicate or fine movement such as in drawing or embroidering.

Inventory. A list or catalog of any certain item. Stores take "inventory" of their stock to see how much they have sold. You can take an inventory of yourself to see if you are accomplishing your goals. To make an inventory or list.

Potential. The possible which can become true. Ability if

carried out. A person has the "potential" to learn another language. He does not have the "potential" of running 70 miles an hour.

Preschool. Any school or schooling before age five when a child generally enters school. It means before school. This can be any age under five.

Prescriptive. Designed to give helpful or corrective advice or help. A doctor gives prescriptive medicine or activities to make you well.

Profile. A graph or sketch describing something or someone. When you apply for a job you give a "profile" of yourself to give the boss a quick idea of what you can do. To make a sketch or outline of something or someone.

Retarded. Slow or behind the accepted "normal." Held up. A letter can be "retarded" in the mail over Christmas because of the overload.

Sequence. A set order of one thing coming after another. A connected series. A set of items which follow each other. When building a house a certain sequence is followed.

Strategy. The plan for directing or managing something. A plan for carrying out something. You need a strategy to save money or learn to play tennis.

Survey. To take a general look or view or inspection of something. You survey a house before you buy it. The general view of something or someone after you look it over.

WHAT EVERY CHILD NEEDS FOR HIS FUTURE

1. Each child should leave his early education experience with a strong desire to continue learning. This is an intellectual age in which the desire to learn and the joy of learning are vital concepts for effective and happy people.
2. Every child should emerge from his early education experience with the feeling of self-esteem so important to effective living and to happiness.
3. Every child should have learned to love and to receive love. This should not become obsolete.
4. The preservation of individual creativity should be a key goal for all children. Much creativity is smashed in the first five years of life. A great deal is also crushed by repressive grade-oriented, highly competitive school programs.
5. Every effort should be made to help children acquire the basic learning and communication skills. Added to the traditional three R's should be effective listening and viewing, since we do live in an increasingly audio-visual world.
6. Finally, each child should have learned to be reasonably secure in a world which he knew he could never control, never really completely understand, and never predict the future of with confidence.

Revised from the Task Force on
Early Education, 1972.